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**DEGREE IN TECHNICAL ARCHITECTURE AND BUILDING**

**FINAL DEGREE PROJECT**

# **HAPPY UNIVERSITY**

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## 1. Summary

Happiness is a feeling generated by different aspects, for that reason it's essential to analyze it and find out what generates it, which aspects most affect it and how we can work to increase it.

The present project arises from the idea of applying Happiness research in the university field to reinvent the universities, encouraging and integrating all the individuals that are part of the university sector (teaching team, administrative team and students), using happiness as engine of change to turn universities into cutting-edge centers.

The objective is to establish guidelines for transforming universities into centers of educational reference at all levels, in order to be more competitive, coherent and happy.

To do this, after studying what aspects influence happiness and how to work them, pills have been proposed to viralize, promote and provoke movement in the organization, through concise proposals in the fields of Psychology, Social, Academic, Occupational and Physical.

## 2. Introduction

Life is a cluster of experiences that present challenges for all. The key is in the colour of the filter that each one decides to use, in the decision of where to focus or pay more attention. All the activities we do affect our happiness in a different way. As a good example of a Millennial, I have always been attracted to altruistic activities, from helping in a social lunchroom to spending two months in the middle of the Amazon rebuilding. I believed that I simply did it because helping others makes me feel good, over time, I have focused on why being altruistic brings me happiness, it isn't just the comforting feeling of having participated in a project with a beautiful purpose, many times, the small daily details like fixing a toy and seeing his immediate smile, made me feel immense happiness. That made me think although the enriching experience of being part of a project with great impact is unique; perhaps it was not necessary to travel so far to enjoy more smiles. I decided to perform small acts in my closest environment and observe the results.

Right in the middle of my thoughts, I decided to rejoin the EPSEB to resume my studies. I fondly remembered my first years at EPSEB, around the year 2000, the crowded bar, the queues to make photocopies, the corridors full of people in animated conversations between class and class... an intense daily coexistence that turned us into a second family. When I started classes again, what surprised me most was the lack of complicity among students, in the mobile generation there seems to be no time for live interaction. The surprising thing was that when I addressed my colleagues, aware that we are not in the same age range, I found people eager to live together, with an incredible capacity for innovation and wanting to feel part of a project.

Universities are dynamic environments and offer opportunities to promote change with great impact. Happiness management has been successfully implemented in renowned universities such as: Harvard Business University, University of Miami, Berkeley University of California and Florida International University in North America, Tec Monterey University and Tec Milenio University in Mexico, the Instituto del bienestar in Chile, University of Sydney in Australia and the London school of economics in Europe. I am motivated by the desire that EPSEB be part of these Vanguard Universities and for that reason I decided to analyze what universities need to be happy universities.

### 3. State of art

#### 3.1 Happiness

##### 3.1.1 Concept

<sup>1</sup> The RAE defines Happiness as "the state of pleasing spiritual and physical satisfaction" (Real Academia Española, 2017).

<sup>2</sup> Jennifer Martín, after the investigation carried out on the different definitions of the word happiness, it concludes that the definition of happiness varies according to the geographical area. In Europe it is related to satisfaction with life or well-being. On the other hand, in Asia it is related to the divine blessing (Jennifer Martín, 2016). <sup>3</sup> And if we go back at least to Aristotle, "happiness or subjective well-being is defined as the relationship between a life of pleasure, satisfaction and other positive sensations or one lived in its full potential, full of meaning" (Daniel Kahneman, 2015).

<sup>4</sup> Happiness is an intangible asset, for this reason it is so difficult to quantify, evaluate and define it. From appraisals it is logical that there is no single concept of happiness, nor a unanimous definition of it. Dolan is inclined to see it as the set of experiences of pleasure and purpose over time (Paul Dolan, 2015).

The concept and origin of happiness has been analyzed in many studies and investigations, and then we will see some of them, where it was determined from the analysis of the causes that cause it, the reactions of the individuals and the answers obtained in the surveys.

In these studies, happiness is described as an accumulation of different easily appreciable aspects that transmit feelings of happiness in different ways. These aspects are apt to be measured and analyzed, therefore subject of study and quantification.

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<sup>1</sup> Real Academia Española, (2017).

<sup>2</sup> Jennifer Martín (2016) PFG "La gestión de la Felicidad en un centro gerontológico".

<sup>3</sup> Daniel Kahneman (2015) Foreword of the book "Diseña tu felicidad: Cambia lo que haces, no lo que piensas" by Paul Dolan, 2015, pages: 11 - 12.

<sup>4</sup> Paul Dolan (2015) "Diseña tu felicidad: Cambia lo que haces, no lo que piensas" Pages: 27 - 45.

<sup>5</sup> Diener, E. & Chan, MY. (2011), <sup>6</sup> Helliwell, J. Layard, R. & Sachs, J. (2006) & <sup>7</sup> Jacobsen, B. (2007), analyze happiness in their studies and agree mainly on three great ideas to classify it:

- The different affectation to happiness according to the temporal term of validity of the feeling resulting from the experienced or lived action.
- The variability of the degree of happiness due to the effect of the durability or transience of feelings and emotions.
- The relationship with well-being (subjective or not) is related to satisfaction with life, health and emotional states.

<sup>8</sup> Fierro (1984) defined happiness as "mental health" based on the cohesion of Personal Wellbeing and Social Adaptation. <sup>9</sup> He evolved his way of understanding it when in the year 2000 he defined the definition of happiness as well-being or satisfaction with life, linking it directly with well-being in its broadest sense. Understanding it as the physical and mental state that provides a feeling of satisfaction and tranquillity (Fierro, 2000).

<sup>10</sup> Warner Wilson (1967) He concluded that the happy person has the following profile: young, healthy, well educated, well paid, extroverted, optimistic, free, religious, married, with high self-esteem, with work ethic, with modest aspirations, of both sexes and a wide range of intelligence. These positive adjectives contribute to the peace and stability of the person, taking it without possibility of error to the Well-being.

<sup>11</sup> Dolan, P. & Metcalfe, R. (2012) emphasize that creativity is directly associated with greater happiness. So give a break to the attentional resources and perform an undemanding task can increase your happiness and promote rebound the quality of ideas, creativity.

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<sup>5</sup> Diener, E. & Chan, MY. (2011) "Happy people live Longer: subjective well-being contributes to Health and longevity".

<sup>6</sup> Helliwell, J. Layard, R. & Sachs, J. (2006) "World happiness report update".

<sup>7</sup> Jacobsen, B. (2007) "What is happiness? The concept of happiness".

<sup>8</sup> Fierro, A. (1984). "Dimensiones de la personalidad sana". *Revista de Psiquiatría y Psicología Médica*, 6, 373-391.

<sup>9</sup> Fierro, A. (2000). "El cuidado de sí mismo y la personalidad sana". *Revista de la Asociación Española de Neuropsiquiatría*, 20(76), 35-47.

<sup>10</sup> Warner Wilson (1967) "Correlates of avowed happiness".

<sup>11</sup> Dolan, P. & Metcalfe, R. (2012) "The relationship between innovation and subjective wellbeing" *Research Policy*, 41, 1489 - 1498.



### Temporary validity

Next, we will see a couple of studies where happiness is related to time limits and emphasis is placed between long terms and short terms. The short deadlines are related to specific passenger aspects of life that affect us momentarily, unlike the long terms that give us balance and durability.

<sup>12</sup> Peter Warr (2013), it defends that happiness is generated by ourselves and points out that emotional instability, age, gender and sociability can lengthen the effects of happiness or cause an accelerated dissolution of that feeling. It relates short deadlines to particular aspects such as concern, personal relevance, comparisons or expectations. The aspects related to long terms are the ability to control and emotional management, setting and working towards objectives, well-being and healthy social relationships. It concludes that in order to achieve stable happiness, interventions at the individual level are necessary to improve well-being and, therefore, it is necessary to work on relaxation, meditation, awareness of stress, a more appropriate assertiveness or better time management and fixing real objectives. We must bear in mind that this study focuses on work and its environment, on different sources of happiness according to the environment and according to the feelings of individuals.

<sup>13</sup> Diener, Ed Suh, Eunkook M., Lucas, Richard E., Smith & Heidi L. (1999), They conclude their study by relating happiness to the aspects that cause long-term emotional stability and, in turn, to changing emotional states. "Happiness is considered to be capable of providing long-term stability, although its high specific reactivity to environmental change acts mainly on the short-term affective components, while the components available in the long term would moderate the effects of it, explaining the inter-situational stability and the consistency of subjective assessment".

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<sup>12</sup> Peter Warr (2013) "Jobs and Job-Holders: Two Sources of Happiness and Unhappiness" Institute of Work Psychology, University of Sheffield.

<sup>13</sup> Diener, Ed, Suh, Eunkook M., Lucas, Richard E., Smith & Heidi L. (1999) "Subjective well-being: Three decades of progress".

### Moods/ emotions

According to the studies detailed below, moods or emotions are also a source of happiness since these can cause positivity, thus increasing happiness, or negativity that produces the opposite.

<sup>14</sup> The production of feelings is intimately linked to the appreciation of experience according to positivism or current emotional negativity, so the approach used greatly influences the experienced happiness. Happiness is based solely on the balance that each subjectively makes of satisfaction and negative feelings (Cruise & Alan, 2007).

<sup>15</sup> Piqueras, Kuhne, Villaroel, Straten & Cuijpers (2011) defines happiness as the affective evaluation of one's life, healthy, free of stress and satisfactory with the family, leads to greater happiness. The study gives great importance to health when happiness is sought, for this reason to associate happiness with positive responses and healthy and prudent behaviours. The results evaluated happier those who had frequent healthy behaviours such as physical exercise, eating a greater number of fruits and vegetables, eliminating alcohol, tobacco and drugs.

<sup>16</sup> Jacobsen (2007) explains that happiness can distinguish between short and lasting states. He insists that most people are aware of the experiences that bring us momentary happiness, but few distinguish the states that can provide us with prolonged happiness. Points out that the desires, goals and individual needs of each are closely linked to obtaining a lasting balance of the experienced happiness and intimately related to the well-being, serenity and relaxation.

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<sup>14</sup> Christopher Alan & Sharon Cruise (2007) "Religion and happiness: Consensus, contradictions, comments and concerns".

<sup>15</sup> Piqueras, Kuhne, Villaroel, Straten & Cuijpers (2011) "Felicidad y comportamientos de salud en los universitarios chilenos: una encuesta transversal".

<sup>16</sup> Jacobsen (2007) "¿Qué es la felicidad? El concepto de la felicidad en la psicología existencial y la terapia".

<sup>17</sup> Frijda (1993) concludes that the most lasting moods are in turn those that give us a weaker sense of happiness, while the more intense emotions or experiences are of shorter duration. Defines moods and involuntary reactions, without reason (fear, flight, happiness or sadness) and in turn, emotions as responses of each individual in certain situations. It concludes by linking each action with meaning with an experienced emotion.

<sup>18</sup> Shaver, Schwartz, Kirson & O'Connor (1987) conclude that moods and emotions can easily be classified into positive and negative categories, thus producing variations in happiness.

<sup>19</sup> Shaver et al (1987) It also indicates that positive or negative emotions can be broken down into basic subcategories such as love, joy, sadness, fear and anger and into subordinate subcategories such as commitment, affection, whimsy, bliss, pride, satisfaction, anguish, guilt, pain, loneliness, concern, horror, jealousy, hostility, annoyance and contempt.

<sup>20</sup> Diener, Smith & Fujita (1995) they corroborate, through their study, the classification of the emotions of Shaver (1987) and conclude that love and joy are clearly positive impact emotions, and fear, anger, sadness and shame are emotions with negative impact.

### 3.1.2 Positive psychology

Positive psychology is only a branch of psychology that, with the same scientific rigor, focuses its attention on the investigation of areas that are activated with positive human qualities and characteristics.

<sup>21</sup> Vera (2006) reflects on the origin of psychology that has been very focused on the management of the disease and the weakness of human beings, focusing on the negative part of the psychology of the person, almost denying the positive characteristics.

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<sup>17</sup> Nico H. Frijda (1993) "The place of appraisal in emotion".

<sup>18</sup> Shaver, Schwartz, Kirson & O'Connor (1987) "Emotion knowledge: further exploration of a prototype approach".

<sup>19</sup> Shaver (1987) "A Reconsideration of the Structure of the Emotion Lexicon".

<sup>20</sup> Diener, Smith & Fujita (1995) "The personality structure of affect".

<sup>21</sup> Vera (2006) "La Psicología Positiva: una nueva forma de entender la psicología".

<sup>22</sup> Seligman & Csikszentmihalyi (2000) they also provide the reductionist perspective that has turned psychology into a "science of victimology" have led to assume that traits such as joy, optimism, creativity, humour, illusion ... have been ignored or only superficially.

<sup>23</sup> Seligman (2002), describes the path of personal growth and concludes in encouraging to create "a supplement to negative psychology", not to replace.

<sup>24</sup> Vera (2006), positive psychology emerges as an attempt to overcome the strong 65% success barrier that all psychotherapies have been unable to overcome until today. The techniques derived from research in positive psychology come to support and complement existing ones. Thanks to the theoretical research around this area, the range of intervention will be greatly enriched. In this sense, the relationship of variables such as optimism, humour or positive emotions in the states of physical health is one of the key points of research in positive psychology.

<sup>25</sup> Vazquez, Hervas, Rahona & Gómez (2009), they indicate that positive psychology studies the positive elements of the person: their strengths and positive emotions from two perspectives:

- Hedonistic perspective, study the positive effects and the absence of negative effects.
- Eudemonic Perspective, proposes that well-being is the result of a full psychological functioning, from which the person develops its full potential.

They conclude that positive psychology promotes the development of positive emotions and cognitions, essential to maintain physical and mental well-being, this being the prelude to the happiness of the person.

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<sup>22</sup> Seligman y Csikszentmihalyi (2000) *"Psicología Positiva: Una Introducción"*.

<sup>23</sup> Seligman (2002) *"psicología positiva"*.

<sup>24</sup> Beatriz Vera Poseck (2006) *"Psicología positiva: una nueva forma de entender la psicología"*.

<sup>25</sup> Vazquez, Hervas, Rahona y Gómez (2009) *"Bienestar psicológico: contribuciones de la psicología positiva"*.

### 3.1.3 Conclusion

Happiness is an intangible asset, difficult to quantify, evaluate and measure, therefore, it's understandable that there are several definitions of the same concept with different approaches, it's permissible to use subjective measures of life satisfaction or feelings of ongoing experiences to assess the perception that one has of his current level of happiness, although ephemeral, as well as considering the set of experiences of both pleasure and purpose lived over time to make a more general assessment of happiness. Understanding this way, the stable impact on happiness of feeling that the purpose or the self-assigned purpose is being fulfilled.

The high reactivity of the feeling of happiness to the feelings provoked by activities of short-term impact, such as concern, personal relevance or high expectations, can lead us to experience peaks of happiness resulting from temporary states according to our circumstances, but for deriving in a general feeling of more or less happiness, the need to be supported by actions that can bring us stable happiness (in the long term), such as the capacity for emotional control or management, the setting of acceptable objectives, wellness and healthy social relationships.

The approach used in daily activities is closely linked to the appreciation we have of them, directly influencing our sense of happiness. For this reason, it is very important to try to remain in a state of emotional positivism and thus influence the subjective balance.

It is very important to achieve a healthy physical and mental state that provides us with a state of tranquillity and satisfaction to be able to work on our level of happiness, for this it is advisable to develop a healthy way of life (good nutrition and physical exercise, among others).

Learning to relax and give a rest to the mind performing an undemanding task can increase happiness and cause the quality of ideas to increase and, therefore, creativity.

## 3.2 Wellness

### 3.2.1 Concept

<sup>26</sup> Moyano, Flores & Soroma (2001) relate Happiness with Subjective Wellbeing and point out that it owes its origin to emotional responses.

<sup>27</sup> Piqueras (2011) it defines well-being as the subjective psychological concept, the result of the evaluation of life by oneself.

<sup>28</sup> Ryff & Keyes (1995) concluded that psychological well-being includes 6 different dimensions of well-being:

- The ability to effectively manage life (environment).
- The capacity for personal growth and development (personal growth).
- The feeling of freedom, determine for ourselves (autonomy).
- The feeling of having a useful and relevant life (purpose in life).
- The perception of having quality relationships with others (socialization).
- Positive feedback about life and oneself (self-acceptance).

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<sup>26</sup> Moyano, Flores & Soroma (2001) "Fiabilidad y validez de constructo de la prueba Munsh para medir la felicidad".

<sup>27</sup> Piqueras (2011) "Felicidad y Comportamientos de Salud en los estudiantes chilenos: una encuesta transversal".

<sup>28</sup> Carol D. Ryff & Corey Lee M. Keyes (1995) "The structure of psychological well-being revisited".

<sup>29</sup> Villar, Triadó, Resano & Osuna (2003) they classify well-being in only two types: subjective, determined by satisfaction with life, that is, with emotional stability; and psychological, based on the purposes and personal growth.

<sup>30</sup> Scorsolini-Cormin & Dos Santos (2010) they also divide well-being into two concepts: the objective well-being that Health contains, fun ... and the subjective well-being that contains the perception of each individual feeling or experience: the perception of social support received (<sup>31</sup> Mella González 2004), the feeling of being satisfied with oneself, of life and the ability to maintain control over living conditions (<sup>32</sup> Martínez y García 1994), the relationship with friends, family and the absence of depression (<sup>33</sup> Mayoral, Bueno, Buz & Navarro 2004) and other specific issues such as work, social relationships or income (<sup>34</sup> Diener 1984 & <sup>35</sup> Andrews 1991)....

<sup>36</sup> Moyano (2001) define subjective well-being (SWB) more broadly by dividing it into three categories: responses or emotions, satisfaction with life and general judgments about life satisfaction. <sup>37</sup> Diener, Suh, Lucas & Smith (1999) suggest that the emotional response is divided into positive (happiness, self-esteem and ecstasy) and negative (guilt, shame, sadness, depression, worry, anger and envy). Assessing life satisfaction refers to families, work, leisure, finances, health and areas of application.

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<sup>29</sup> Villar, Triadó, Resano y Osuna (2003) "Recursos psicológicos y experiencias migratorias en comunidades rurales".

<sup>30</sup> Scorsolini-Cormin & Dos Santos (2010) "El estudio científico de la felicidad y la promoción de la salud: una revisión integradora de la literatura".

<sup>31</sup> Mella González (2004) "Factores asociados al bienestar subjetivo en el adulto mayor".

<sup>32</sup> Martínez & García (1994) "Cáncer y estilo represivo de afrontamiento".

<sup>33</sup> Mayoral, Bueno, Buz y Navarro (2004) "El envejecimiento y el reto de la calidad de vida".

<sup>34</sup> Diener (1984) "Subjective Well-Being" *Psychological Bulletin*, Vol. 95, No. 3.

<sup>35</sup> Andrews (1991) "Stability and Change in Levels and Structure of Subjective Well-Being: USA 1972 and 1988" *Social Indicators Research*, Vol. 25, 1 - 30.

<sup>36</sup> Moyano (2001) "Confiabilidad y construcción de la validez de la prueba para medir la felicidad MUNSH".

<sup>37</sup> Diener, Suh, Lucas y Smith (1999) "Subjective well-being: Three decades of progress".

### 3.2.2 Life satisfaction & quality of life

<sup>38</sup> Kozca & Stones (1980) they indicate that the concepts of life satisfaction and quality of life are of the utmost importance and are closely linked. They also define life satisfaction as the possession and enjoyment of family and friends, work or activities, leisure, good health and a good psychological state.

<sup>39</sup> The fact of being satisfied with oneself, with the experiences lived and with the current situation, is also a relevant indicator of well-being, since it is difficult to enjoy a feeling of well-being if one is not satisfied (A. Campbell, 1976).

The concepts of happiness and subjective well-being are the psychological components of a broader sociological concept, known as quality of life or life satisfaction (<sup>40</sup> Andrews & Withey, (1976), <sup>41</sup> Campbell, A.; Converse, P. & Rodgers, W. (1976), <sup>42</sup> Andrews, F. & McKennell, A. (1980), <sup>43</sup> Bryant, F.B. & Veroff, J. (1982)).

<sup>44</sup> In the study of the quality of life, Brown, J.; Bowling, A. & Flynn, T. (2004) distinguish seven types of models used for adults: objectives, subjective, human needs, psychological, health, social health, individualization. In subjective models, psychological well-being, life satisfaction and happiness are used as central concepts.

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<sup>38</sup> Kozca & Stones (1980) "Management of chronic pain in elderly, frail patients: finding a suitable, personalized method of control".

<sup>39</sup> Campbell, A. (1976) "Subjective measures of well-being" *American Psychologist*, 31(2), 117-124.

<sup>40</sup> Andrews, F. & Withey, S. (1976) "Social indicators of well being" 1st ed. New York: Plenum Press, pp.63-104.

<sup>41</sup> Campbell, A.; Converse, P. & Rodgers, W. (1976) "The Quality of American life: Perceptions, evaluations, and satisfactions".

<sup>42</sup> Andrews, F. & McKennell, A. (1980) "Measures of self-reported well-being: their affective, cognitive, and other components" *Social Indicators Research* 8(2): 127-155.

<sup>43</sup> Bryant, F.B. & Veroff, J. (1982) "The structure of psychological well-being: A sociohistorical analysis" *Journal of Personality and Social Psychology*, 43(4), 653-673.

<sup>44</sup> Brown, J.; Bowling, A. y Flynn, T. (2004) "Models of Quality of Life: A Taxonomy, Overview and Systematic Review of the Literature" *European Forum on Population Ageing Research*, 113.



### 3.2.3 Conclusion

Well-being is the positive appreciation resulting from the assessment of the capacity for effective self-management of the environment, the capacity for development or personal growth, autonomy, the feeling of fulfilling the chosen purpose, the perception of enjoying quality relationships with either friendships or family and the positive vision of oneself, of life and of lived experiences. Increase when successfully managing daily conflicts, when reaching goals, if you enjoy good health that allows you to have autonomy, socializing and living together in a way that allows us to feel useful, loved and valued.

Life satisfaction is the positive perception of life and is closely linked to the quality of it. The quality of life is valued from the following aspects: health, the couple, family, friends, work or studies and personal projects achieved. It is a relevant indicator of well-being since it is not possible to have the positive feeling of being well without feeling satisfied.

### 3.3 Influence on happiness

<sup>45</sup> Happiness is the feeling resulting from the appreciation of our surroundings through the lens of self-esteem, greatly influencing the environment, social relations or coexistence. It is an intangible asset that is difficult to evaluate and quantify but that has an effect on the actions of our day to day (Dan Gilbert, 2006).

<sup>46</sup> One of the lessons provided by the many investigations that Killingsworth, Eyre and Wilson have conducted on happiness is that the experiences of other similar people are a useful guide to the impact on the happiness of an event and often an even more useful guide than the own predictions about the impact of this event, because in your skin everything tends to exaggerate or underestimate, due to lack of objectivity. The key is that other people may have a more precise or less biased memory than their own. In addition, many own experiences will be very similar to those of others, and surely more and more often than you imagine (Killingsworth, M.A., Eyre, R.N. & Wilson, T.D., 2009).

<sup>47</sup> A health promoting university is one that embeds health in the everyday business of a university through its education, research, community engagement and organizational culture. A healthy university supports healthy people, builds healthy places, develops healthy policies and implements healthy practices to support our students, staff and the broader community. The aim to develop projects and initiatives in collaboration with students and staff across all levels of the organization.

Following the success of similar networks in the United Kingdom, United States and Canada, universities share best practice across the sector, and work to improve the health and wellbeing of students. Universities must be at the forefront of addressing major health challenges. Health promoting universities are those that embed health in our teaching, learning and research, and create supportive environments in which our students and staff can flourish and succeed. University graduates who are resilient, and value their health and the health of others, contribute significantly to our society and are role models for their communities.

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<sup>45</sup> Dan Gilbert (2006) "Stumbling on happiness".

<sup>46</sup> Killingsworth, M.A., Eyre, R.N. y Wilson, T.D. (2009) "The surprising power of neighborly advice" en *Science*, 323, pages 1617 – 1619.

<sup>47</sup> Rowena Saheb, Mental Health and Wellbeing Coordinator at the Western Sydney University (2006) "Healthy Sydney University: A policy brief for promoting mental wellbeing in universities" The University of Sidney.

Public health research has consistently shown that targeting individuals to lead healthier lifestyles is not as effective as when a whole environment or setting is there to support them. Educational institutions like universities are uniquely placed to become champions for physical and mental health for the benefit of the entire community.

The universities should also seek to sign the Okanagan Charter. Launched in October 2015 by the University of British Columbia in Canada, the Charter calls for universities to embed health into all aspects of campus culture and operations, and to encourage health promotion activities in the wider community.

The five guiding principles of Healthy Sydney University are:

- Evidence-informed and evidence generating;
- Collaboration between staff and students;
- Holistic view of health and wellbeing;
- University-wide engagement at all levels;
- Population, settings-based approach.

The aim of this policy brief is to assist the University of Sydney and other institutions in developing university-wide and population-based strategies to promote and support the mental wellbeing of students and staff. Overall our findings suggest that mental wellbeing in universities can be promoted and achieved through the creation of supportive university environments for all students and staff.

These environments include: the academic or curricular environment; the physical environment, both built and natural; the occupational or workplace environment; the psychological environment of individuals and services available; and the social environment of the university as a community and organisation (Rowena Saheb, 2006).

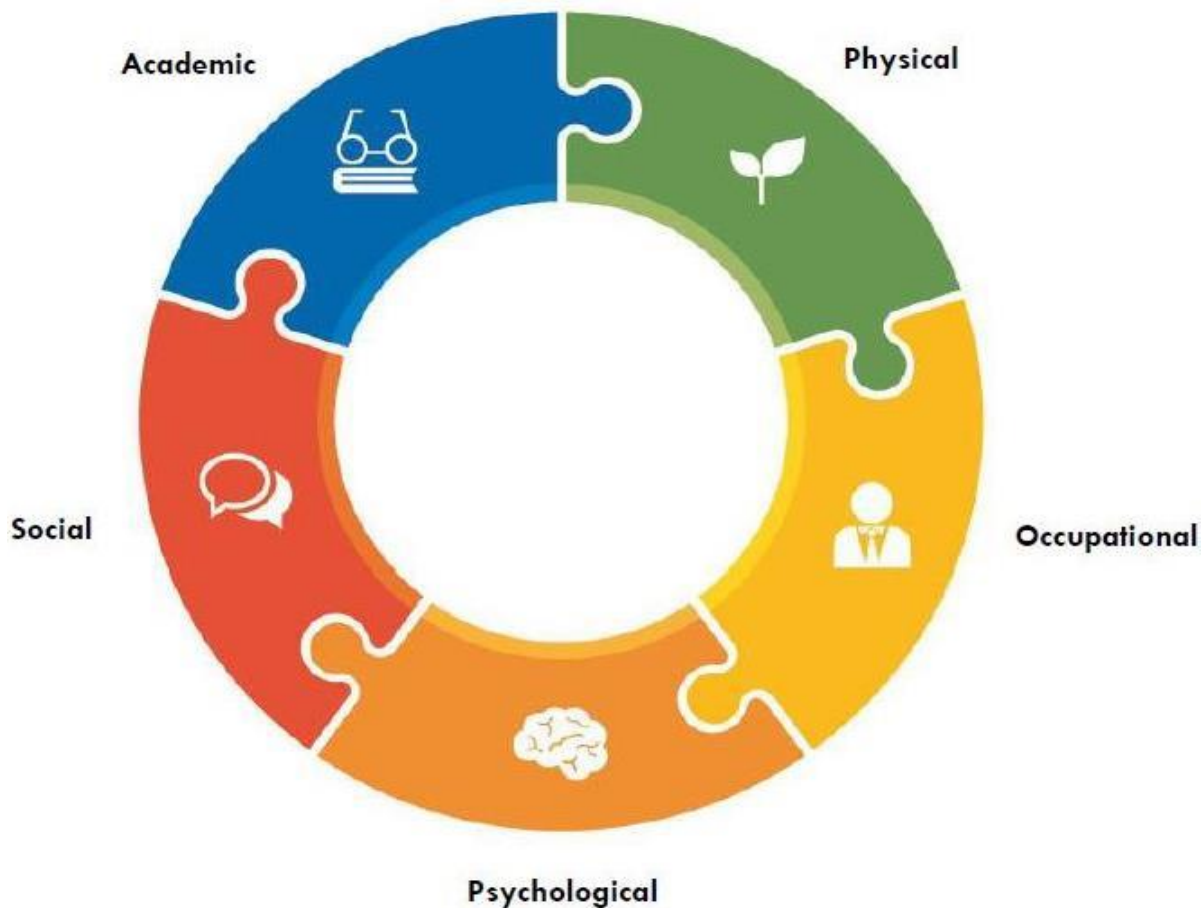


Figure 1: The five types of university environments that support physical and mental wellbeing.

### 3.3.1 Psychological field

<sup>48</sup> Self-esteem is necessary to enjoy inner well-being, therefore, implicitly, in order to be happy, activities that promote self-esteem are important. Self-assessment, recognition, self-control and self-management are essential pillars of self-esteem (Ed Diener & Marissa Diener, 2009).

#### 3.3.1.1 Self-assessment

<sup>49</sup> The own assessment of the sum of everyday experiences lived in comparison to which of them had purpose or purpose for oneself, causes a

<sup>48</sup> Ed Diener & Marissa Diener (2009) "Cross-Cultural Correlates of Life Satisfaction and Self-Esteem" *Culture and Well-Being. Social Indicators Research Series*, vol 38. Springer, Dordrecht.

<sup>49</sup> Ryff, C.D. (1995) "Psychological well-being in adult life" *Current Directions in Psychological Science*, 4, pages 99 - 104.

feeling of approval or disapproval on oneself directly proportional to the assertiveness of the direction taken in the acts lived with respect to the purposes or proposed goals (Ryff, C.D., 1995).

<sup>50</sup> Also, Paul Dolan states that to be happy, the pleasure-purpose principle must be fulfilled: it is so necessary to feel good with oneself to enjoy situations of direct pleasure, although without a final sense, such as going out with friends or enjoying Pleasant activities, to comply with activities that bring us closer to our purposes or goals. Defend that you should be willing to give up some instant pleasure in exchange for more happiness in the future. The achievement of goals not only provides instant pleasure, but having reached the marked goal, it triggers the approval of the acts carried out to reach the goal and gives us lasting pleasure that directly affects our self-esteem (Paul Dolan, 2015).

### 3.3.1.2 Recognition

<sup>51</sup> Recognition is a vital point for self-esteem. There are two branches: Personal recognition, which derives from the assessment itself and also from the support of the supervisor, and the recognition derived from a socially valued position (Marsh, H.W., 1986).

<sup>52</sup> The personality and the genes of the individuals also directly affect the appreciation of the fulfilment of the goals and therefore the self-recognition. Social (extrovert) individuals experience greater life satisfaction (Schimmack, U., Oishi, S., Furr, R.M. & Funder, D.C., 2004).

<sup>53</sup> Sutin, Costa, Wethington & Eaton point out that the personality is not fully formed and can change with time intentionally (changes worked) or by evolution caused by the events experienced (Sutin, A., Costa, P.J., Wethington, E. & Eaton, W., 2010).

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<sup>50</sup> Paul Dolan (2015) "Diseña tu felicidad: cambia lo que haces, no lo que piensas" Pages 27 – 45.

<sup>51</sup> Marsh, H. W. (1986). "Global self-esteem: Its relation to specific facets of self-concept and their importance". *Journal of Personality and Social Psychology*, 51, pages: 1224-1236.

<sup>52</sup> Schimmack, U., Oishi, S., Furr, R.M. y Funder, D.C. (2004) "Personality and life satisfaction: A Facet-Level Analysis". *Personality and Social Psychology Bulletin*, 30, pages: 1062 – 1075.

<sup>53</sup> Sutin, A., Costa, P.J., Wethington, E. y Eaton, W. (2010) "Turning points and lessons learned: Stressful life events and personality trait development across middle adulthood" *Psychology and Aging*, 25, pages: 524 - 533.

<sup>54</sup> At the same time, there are certain indications that trying to be more daring and having new experiences or getting to know people, makes us more creative and directly affects self-esteem and happiness. Many entrepreneurs refer more innovation and are more likely to apply for patents if they have diverse social networks apart from family and friends (Ruef, M., 2002).

<sup>55</sup> The altruism or the motivation for participation in humanitarian or volunteer projects has a direct effect on our external recognition and therefore on our self-esteem (Aknin, L.B., Barrington-Leigh, C.P., Dunn, E.W., Helliwell, J.F., Burns, J., Biswas-Diener, R., Kemeza, I., Nyende, P., Ashton-James, C. & Norton, M.I., 2013).

### 3.3.1.3 Self-control & self-management

<sup>56</sup> The ability to correctly manage the sensations caused by the feelings experienced, and therefore, the impact of these on life, provides us with the degree of self-control or helplessness in front of these feelings. It is vital for self-esteem to be able to corroborate a certain degree of self-control and for this it is necessary to consciously control where attention is paid. Many activities of life are carried out without paying attention to the experience, although if we do it to the pleasure or purpose that derives from it (Paul Dolan, 2015).

<sup>57</sup> It is very important to work conscious attention (when we voluntarily assign attention) so that it predominates in the face of unconscious attention (when it is automatically attended without will). Such attention allocation is educable through meditation or focused awareness and can be facilitated by conscious selection of the bounded environments through which unconscious attention can wander. (Dijksterhuis, A. y Nordgren, L.F., 2006).

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<sup>54</sup> Ruef, M. (2002) "Strong ties, Weak ties and islands: Structural and cultural predictors of organizational innovation" *Industrial and Corporate Change*, 11, pages: 427 - 449.

<sup>55</sup> Aknin, L.B., Barrington-Leigh, C.P., Dunn, E.W., Helliwell, J.F., Burns, J., Biswas-Diener, R., Kemeza, I., Nyende, P., Ashton-James, C. & Norton, M.I. (2013) "Prosocial spending and well-being: Cross-cultural evidence for a psychological universal. *Journal of Personality and Social Psychology*" *Journal of Personality and Social Psychology*, Vol. 104(4), pages: 635-652.

<sup>56</sup> Paul Dolan (2015) "Diseña tu felicidad: Cambia lo que haces, no lo que piensas" pages: 93 – 163.

<sup>57</sup> Dijksterhuis, A. y Nordgren, L.F. (2006) "A Theory of Unconscious Thought". *Perspectives on Psychological Science*, 21, pages: 619 - 622.

<sup>58</sup> Although it is important to dominate attention most of the time, breaks should be made from time to time so as not to run out (Dijksterhuis, A. y Van Olden, Z., 2006) <sup>59</sup> when the attentional balance has been reached. Sometimes, not consciously thinking about a decision, can even translate into a more accurate decision. When unconscious attention is allowed to occupy habitual or simple choices, conscious attention can be assigned to something more necessary by reducing the pressure (Creswell, J.D., Bursley, J.K. & Satpute, A.B. 2013).

<sup>60</sup> In the psychological field, it is accepted in a general way the affirmation that the more we know ourselves, the more control we will exert over the correctness of our choices and the greater the welfare. So personal introspection and the ability to self-manage are of the utmost importance to be happy. By paying attention to the experiences we can maximize the feelings and feelings unleashed by them and therefore, be happier, so it makes sense to invest more in good experiences or we predict that they can bring us pleasant feelings and feelings that positively affect our degree of happiness in one way or another. Most people say that spending money on an experience, such as a vacation, provides more happiness than spending it on material goods, such as a flat-screen TV (Van Boven, L. & Gilovich, T., 2003).

<sup>61</sup> Individuals who have high levels of the personality trait defined as "open to new experiences" say they are more satisfied with their lives and experience more positive emotions. An effective method to enrich ourselves and get to know ourselves better is to test ourselves with new experiences and evaluate the results obtained. It is necessary to attend to the lessons of the experiences that have not satisfied us, so as not to repeat, without going into detail to avoid having negative feelings or the unpleasant sensations experienced, but always focusing on the sensations of pleasure and purpose of the experiences that have given positive results to extract the maximum

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<sup>58</sup> Dijksterhuis, A. y Van Olden, Z. (2006) "On the Benefits of Thinking Unconsciously: Unconscious thought Can Increase Post-Choice Satisfaction" *Journal of Experimental Social Psychology*, 42, pages: 627 - 631.

<sup>59</sup> Creswell, J.D., Bursley, J.K. & Satpute, A.B. (2013) "Neutral reactivation links unconscious thought to decision-making performance" *Social Cognitive and Affective Neuroscience*.

<sup>60</sup> Van Boven, L. y Gilovich, T. (2003) "To do or to have? That is the question" *Journal of Personality and Social Psychology*, 85, pages: 1103 – 1202..

<sup>61</sup> DeNeve, K. & Cooper, H. (1998) "The happy personality: A meta-analysis of 137 personality traits and subjective well-being" *Psychological Bulletin*, 124, pages: 197 – 229.

information on what characteristics have brought us a feeling of happiness and to be able to look for experiences where we can find those same characteristics (DeNeve, K. & Cooper, H., 1998).

<sup>62</sup> It must start from the premise of the need to focus on what is being done instead of seeking mental escape routes to another site or something else. You are aware that you are focusing on an experience when the flow of it is completely absorbed and you lose even the notion of time and almost everything else, except, in the long run, of fatigue, thirst and hungry. If you are involved in an experience, attention is directed only to what is being done, not how long the action lasts (Csikszentmihalyi, M., 2008).

<sup>63</sup> Self-management or conscious management, like many things in life, is educable and it is only necessary to dedicate time to that effect and have an adequate environment for it in our immediate surroundings. The path to the education of conscious management goes through practice, a lot of practice. It is recommended to start by focusing the experiences or sensations through meditation or focused awareness practices (Dijksterhuis, A. & Nordgren, L.F., 2006).

### Introspection & Meditation

<sup>64</sup> Training conscious attention through meditation, breathing or relaxation is of utmost importance to develop a constant sense of awareness and the ability to remain in the present moment, squeezing to the maximum the consciously chosen experiences and the feelings that derive from them (Daniel Goleman, April 2018).

<sup>65</sup> The traditional cognitive behavioural therapy aims to resolve dysfunctional behaviours, cognitions and emotions (or that do not bring

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<sup>62</sup> Csikszentmihalyi, M. (2008) *"Flow: The psychology of optimal experience"* HarperCollins.

<sup>63</sup> Dijksterhuis, A. & Nordgren, L.F. (2006) *"A theory of unconscious thought"* *Perspectives on Psychological Science*, 1, pages: 95 - 109.

<sup>64</sup> Daniel Goleman (April 2018) *"Meditation and Consciousness: An Asian Approach to Mental Health"* *The American Journal of Psychotherapy*.

<sup>65</sup> Brown, L.A., Gaudiano, B.A. & Miller, I.W. (2011) *"Investigating the similarities and differences between practitioners of second and third wave cognitive-behavioral therapies"* *Behaviour Modification*, 35, pages: 187 – 200..



happiness but we repeat unconsciously) and for this propose to focus more on one's breathing and body, as well as a greater awareness and acceptance of thoughts and the sensations. It aims to change the way we relate to our thoughts instead of changing them. There is a wide range of methods: Mindfulness: based on focusing on the << here and now >> instead of dwelling on another place and another time, the Rebirthing: tool of personal transformation and deep inner growth, which associates the practice of a conscious breathing technique and the exercise of the creative power of thought, among many others (Brown, L.A., Gaudiano, B.A. & Miller, I.W., 2011).

<sup>66</sup> Meditation can be conceptualized as a family of complex emotional and attentional regulatory training regimes developed for various ends, including the cultivation of well-being and emotional balance. Among these various practices, there are two styles that are commonly studied. One style, focused attention meditation, entails the voluntary focusing of attention on a chosen object. The other style, open monitoring meditation, involves nonreactive monitoring of the content of experience from moment to moment. The potential regulatory functions of these practices on attention and emotion processes could have a long-term impact on the brain and behaviour (Antoine Lutz, Heleen A. Slagter, John D. Dunne & Richard J. Davidson, 2008).

<sup>67</sup> Where examined the effectiveness of an 8-week online strengths-based intervention in promoting subjective and psychological well-being of first year university students. The intervention was composed of five modules pertaining to (a) finding and cultivating on character strengths, (b) regulation of emotions and increasing positive emotions, (c) constructive communication, establishing social connectedness and positive relationships (d) effective decision-making and problem solving and (e) achieving flow and practicing gratitude. A total 92 students volunteered to participate in the study. They were randomly assigned to either the intervention or a control group. Students' quality of life (psychological health and social relations domains), life satisfaction, subjective happiness and ontological well-being were measured before and after the intervention. Significant improvements in well-being of intervention group participants were observed over an 8-week period whereas control group

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<sup>66</sup> Antoine Lutz, Heleen A. Slagter, John D. Dunne & Richard J. Davidson (2008) "Attention regulation and monitoring in meditation" *Trends in Cognitive Sciences*, Volume 12, Issue 4, pages: 163 – 169.

<sup>67</sup> Koydemir, S. y Sun-Sehsik, Z. E. (2015) "Well-being on campus: testing the effectiveness of an online strengths-based intervention for first year collage students" *British Journal of guidance & counselling*, Volume 44, pages: 434 – 446 (2016).

participants did not show a significant increase in any of these well-being variables (Koydemir, S. y Sun-Sehsik, Z. E., 2015).

#### 3.3.1.4 Conclusion

To be psychologically healthy, it is necessary to promote self-esteem through correct self-assessment, promote activities that can give us recognition, work self-control and self-management of feelings and experiences.

It is necessary to dedicate some time to introspection in order to find out what our levels of pleasure and purpose are and to balance them, since self-assessment can not be positive if in our life there is only place for pleasure activities, without purpose, nor if there is only time for activities with a marked goal without margin for rest or enjoyment.

Recognition is vital to our self-esteem. Self-recognition, derived from the assessment itself, is linked to the ability to meet the goals set and give a purpose to our life. It has been suggested that individuals with an extroverted character experience greater satisfaction when they value themselves, even so it is important to emphasize that personality is not a static element and can change as a result of lived experiences or when promoting change. There are indications that being more daring and opening up to new experiences makes us happier and makes us more creative, increasing self-esteem through the improvement of our own assessment. On the other hand, external recognition is related to social position and the value of the contribution to society. Performing volunteer activities and altruism in general, has a direct effect on external recognition that affects rebound to self-esteem and happiness.

Self-control or the ability to self-manage the emotions caused by the experiences lived is of vital importance for a healthy psychological state and for this it is essential to consciously control where attention is paid. The conscious attention is educable by means of the delimitation of the surroundings and the practice of the meditation or the focused conscience. There is a wide range of methods, Mindfulness, Rebirthing and Ho'Oponopono are some of them.

### 3.3.2 Social section

#### 3.3.2.1 Coexistence

<sup>68</sup> Good coexistence is a factor that causes an increase in well-being. This may be the relationship with the most direct environment, neighbours, companions, family, etc. We do not measure the good coexistence in the number of relationships we have but in the quality of these (Gayle Kaufman & Peter Uhlenberg, 1998).

<sup>69</sup> The largest generational study, the 75-year-old Harvard Adult Development study, beginning in 1938 with 724 people, of whom 60 are still alive and whose wives, children and grandchildren have been added, began to analyze 268 Harvard students and know what causes played an important role in their success and progress, and what factors made it possible to have a healthy, full and happy life. About the same time, Sheldon Glueck, a law professor, began studying 456 young people from the poorest neighbourhoods of Boston to find out what they were doing so as not to end up as delinquents despite coming from homes with problems. Finally, the two groups belonged to the same study where interviews and periodic examinations were carried out.

In December 2015 the results of the study were published in which it is determined that loneliness is one of the conditions that causes greater physical and psychological diseases. Dr. Waldinger, the last director of the study, explains that the people who decided to remain in conflicting marriages and with few signs of affection showed more harmful effects than those who felt supported in their relationships with family and friends, and even though they were surrounded by friends and family an individual can feel alone, it is not about the number of people around him, but about the quality of those relationships.

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<sup>68</sup> Gayle Kaufman & Peter Uhlenberg (1998) "Effects of Life Course Transitions on the Quality of Relationships between Adult Children and Their Parents" *Journal of Marriage and Family*, Vol. 60, No. 4 (Nov., 1998), pp. 924-938.

<sup>69</sup> Robert Waldinger (2015) "Estudio de Desarrollo de Adultos de Harvard".

Therefore we can affirm, according to Dr. Waldinger and the researchers who preceded him, that neither wealth, nor academic, monetary or labour success were decisive, but that the happiest and fullest people are those who build and maintain relationships of trust and positive, with love and respect. People will have a happier and healthier life while maintaining and overcoming the challenges of life, but always with the support of relationships of couple, family and friends.

The study concludes denying that fame, money or social position are generators of a healthy, full and happy life, but that it is achieved through good relations and support. "Our personal relationships are what keep us happiest and healthiest" (Dr. Robert Waldinger, 2015).

<sup>70</sup> To be happy, there is an almost infallible method: spend more time with the people you like. The data show a clear positive relationship between happiness and doing things with people you like, care about, or with whom you are related. Maintaining more social contact is one of the main reasons why people are more satisfied with their lives. The fact that there are people around also helps facilitate adaptation to difficult experiences. Friends not only make you happier by being there to go out with you, but the relationship of support and companionship of friendship, also make you feel valued and important, directly affecting self-esteem (Demir, M., Özen, A., Dougan, A., Bilyk, N.A. & Tyrell, F.A., 2011).

<sup>71</sup> Student behaviour and performance can be improved by replacing many individual tasks that are too easy for fewer, more demanding group tasks that require more focus or performance and that promote teamwork (Umbreit, J., Lane, K.L. & Dejud, C., 2004).

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<sup>70</sup> Demir, M., Özen, A., Dougan, A., Bilyk, N.A. & Tyrell, F.A. (2011) "I matter to my friend, therefore I'm happy: Friendship, mattering and happiness" *Journal of Happiness Studies*, 12, pages: 983 – 1005..

<sup>71</sup> Umbreit, J., Lane, K.L. & Dejud, C. (2004) "Happy Improving classroom behavior by midifying task difficulty effects of increasing the difficulty of too-easy tasks" *Journal of Positive Behavior Interventions*, 6, pages: 13 - 20.

<sup>72</sup> In games where participants could earn more money if they cooperated with each other, when the opinion of the other members of the group was first asked, the collaboration was more likely to be unanimous and the result better. So they urge to ask for opinions to the environment in the same way that exposes their own, creating a healthy cooperation in which balance provides well-being and self-esteem (Rand, D.G. & Nowak, M.A., 2013).

### 3.3.2.2 Context & habits

<sup>73</sup> There are mistaken beliefs about the immunity to the context, it affects more than we allow ourselves to think. So the context must work to obtain good results (Sharot, T., 2012).

<sup>74</sup> It is more likely to achieve a goal if we share it with our environment (friends, family, companions ...). The importance of being consistent with public promises has been demonstrated. So it is fulfilled a much higher percentage of goals if at any time have been made public through an email, Twitter, Facebook or even if they have been exposed in word (Werner, C.M., Turner, J. & Shipman, K., 1995).

<sup>75</sup> However, one should not be extremely demanding with oneself or with others, because they have been able to prove that forcing change almost never gives positive results. The most effective way to get things done is to modify the context so that it is done voluntarily. When feeling coercion, resistance is automatically opposed (Joule, R.V., Girandola, F. & Bernard, F., 2007).

### Contagion effect

<sup>76</sup> We feel enormously influenced by the actions of people around us and can unwittingly encourage us to be interested in something that without

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<sup>72</sup> Rand, D.G. & Nowak, M.A. (2013) "Human cooperation" *Trends in Cognitive Sciences*.

<sup>73</sup> Sharot, T. (2012) "The optimism bias: Why We're wired to look on the bright side" *Constable & Robinson*.

<sup>74</sup> Werner, C.M., Turner, J. Shipman, K. (1995) "Commitment, behavior, and attitude change: An analysis of voluntary recycling" *Journal of Environmental Psychology*, 15, pages: 197 - 208.

<sup>75</sup> Joule, R.V., Girandola, F. y Bernard, F. (2007) "How can people be induced to willingly change their behaviour? The path from persuasive communication to binding communication" *Social and Personality Psychology Compass*, 1, pages: 493 - 505.

<sup>76</sup> Surowiecki, J. (2005) "The wisdom of crowds" *Knopf Doubleday*.

their example would not have been part of our interests. Surowiecki calls it popular wisdom (Surowiecki, J., 2005).

<sup>77</sup> Social norms influence behaviour through the unconscious attention of individuals and the automatic tendency to classify people into groups and look for the group with which we resemble (Bargh, J.A. & Williams, E.L., 2006). <sup>78</sup> Humanity is programmed, automatically and unconsciously, to imitate and absorb the emotions of those around them (Parkinson, B. & Simons, G., 2009).

<sup>79</sup> The mood of the people corresponds, to a large extent, with the mood of their relatives (Fowler, J.H. & Christakis, N.A., 2008). <sup>80</sup> The feelings of others affect us greatly, especially if they are positive. In the family and work environment is where a higher percentage of infection between individuals is accused (McIntosh, D.N., 2006).

<sup>81</sup> In a study carried out in the United Kingdom, it was observed that if a smiley or moody face was placed on a postcard that reflected recycling on the street, global recycling rates increased when the relevant social norm was activated. In the same way, changing one's attitude to a clearly more positive attitude, both in facial expressions, gestures and in our words and actions, will undoubtedly produce a butterfly effect that will inevitably transform the environment (Cotterill, S., Moseley, A. & Richardson, L., 2012).

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<sup>77</sup> Bargh, J.A. & Williams, E.L. (2006) "The automaticity of social life" *Current Directions in Psychological Science*, 15, pages: 1 - 4.

<sup>78</sup> Parkinson, B. & Simons, G. (2009) "Affecting others: social appraisal and emotion contagion in everyday decision making" *Personality and Social Psychology Bulletin*, 35, pages: 1071 – 1084.

<sup>79</sup> Fowler, J.H. & Christakis, N.A. (2008) "The dynamic Spreads of happiness in a large social network" *British Medical Journal*, 337, page: 2338.

<sup>80</sup> McIntosh, D.N. (2006) "Spontaneous facial mimicry, liking and emotional contagion" *Polish Psychological Bulletin*, 37, page: 31.

<sup>81</sup> Cotterill, S., Moseley, A. & Richardson, L. (2012) "Can Nudging create the big society? Experiments in civic behaviour and implications for the voluntary and public sectors" *Voluntary Sector Review*, 3, pages: 265 - 274.

<sup>82</sup> The positive effects of humour on well-being and good coexistence should not be underestimated. Laughter promotes muscle relaxation, among many other qualities. The participants in the study "Benefits of humour in reduction of threat-induced anxiety", when they were made participants of the results and evaluations, encouraged a quick laugh before a job interview, an exam or an event that can create stress or may cause restlessness. In turn, Yovetich, Dale, and Hudak indicate that humour has been used successfully to reduce the perception of loneliness and promotes social integration. They agree to practice positive communication with our environment: promote a less rigid communication in which there is room for humour, sarcasm and laughter while discussing important issues since they have been able to show that positive habits are affected quickly by the butterfly effect and in addition, the mode of communication does not negatively affect the absorption of the content, but rather on the contrary, it fixes the content in the memory by means of the good momentary memory. They practice the kind greeting even with strangers, the contagious smile, and the interest in the state of others (Yovetich, N.A., Dale, T.A. & Hudak, M.A., 1990).

### 3.3.2.3 Healthy activities

<sup>83</sup> All activities that promote a better state of mental or physical health are considered healthy activities. Therefore, we must not only associate them with sport, but also with those activities that we feel comfortable with, for example, leisure and social support activities, daily activities, with the family, etc. These activities enhance the ecstasy and well-being of oneself (Paul Dolan, 2015).

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<sup>82</sup> Yovetich, N.A., Dale, T.A. & Hudak, M.A. (1990) "Benefits of humor in reduction of threat-induced anxiety" *Psychological Reports*, 66, pages: 51 - 58.

<sup>83</sup> Paul Dolan (2015) "Diseña tu felicidad: Cambia lo que haces, no lo que piensas", pages: 104 - 149.

## Sport

<sup>84</sup> In general, the importance of the mode of use of free time as opposed to the amount available is given, provided that there is a minimum amount of free time able to satisfy the basic needs of leisure or disconnection of the daily tasks. It must be borne in mind that the minimum amount will be different in each person, since the needs vary from one individual to another (Wang, M. & Sunny Wong, M.C., 2011).

<sup>85</sup> Students who get bored in their free time are more likely to drop out of school without finishing (Wegner, L., Flisher, A.J., Chikobvu, P., Lombard, C. & King, G., 2008).

<sup>86</sup> In the study he carried out in 2002, "The acute effects of humour and exercise on mood and anxiety" compared the act of exercising for twenty minutes on a treadmill with that of watching a comedy during the same period of time . Both reduced the stress levels of the study subjects approximately equally, and in turn both greatly reduced stress levels compared to individuals who watched another program on television. Therefore, although it is highly recommended to perform physical activities, if for some reason it is not possible to perform them, substitute activities that provide positive energy to the body can be sought (Szabo, A., 2003).

<sup>87</sup> In addition, attention must be paid to the different aspects of the activity that will be carried out, in order to keep diminishing marginal returns at bay. As an example they explained the going and returning of the work, since it is an obligatory and essential activity, but they have shown how walking or

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<sup>84</sup> Wang, M. & Sunny Wong, M.C. (2011) "Leisure and happiness in the united states: evidence from survey data" *Applied Economics Letters*, 18, pages: 1813 - 1816.

<sup>85</sup> Wegner, L., Flisher, A.J., Chikobvu, P., Lombard, C. & King, G. (2008) "Happy Leiseure boredom and high school dropout in cape town, south Africa" *Journal of Adolescence*, Vol. 31, Issue 3, pages: 421 - 431.

<sup>86</sup> Szabo, A. (2003) "The acute effects of humor and exercise on mood and anxiety" *Journal of Leisure Research*, 35, pages: 152 - 162.

<sup>87</sup> Olsson, L.E., Gärling, T., Ettema, D., Friman, M. & Fuji, S. (2013) "Happiness and satisfaction with work commute" *Social Indicators Research*, 111, pages: 255 - 263.



cycling a bit more, are activities that make the journey more pleasant and directly affect the work because they change the mood with which you arrive. They conclude that if you can not change what you do, you should change the things that we pay attention to in the experience (Olsson, L.E., Gärling, T., Ettema, D., Friman, M. & Fuji, S., 2013).

<sup>88</sup> Exercise and physical activity are other activities or skills that are recommended for most people wanting to improve overall health, including mental wellbeing. A number of studies have looked at the value of exercise in improving mental wellbeing for university staff and students (Dreyer, L., S. Dreyer & D. Rankin, 2012).

<sup>89</sup> One study looked at a program aimed at helping university student participants improve their physical health with a focus on reducing stress (Ince, M. L., 2008). <sup>90</sup> After 12 weeks of gym sessions and group discussions about wellbeing and the value of exercise, participants reported improved overall health and greater confidence in managing stress. Similarly, a 3 month Tai Chi course involving 30 college students was found to give the students improved mental wellbeing outcomes (Wang, Y. T., 2008).

### Altruism

<sup>91</sup> There are an infinity of experiences and each one must find the ones that make him experience more happiness, but as Mark Twain said: << The best way to make you happy is to try to make someone happy >>, indicating that in many studies it has been concluded that experiences that are lived in community or in coexistence provide us with more feelings of happiness, self-esteem and fulfilment than those we experience alone or without altruistic value (Paul Dolan, 2015).

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<sup>88</sup> Dreyer, L., S. Dreyer & D. Rankin (2012). "Effects of a 10-Week High-Intensity Exercise Intervention on College Staff with Psychological Burnout and Multiple Risk Factors." *ICHPER SD Journal of Research*, Vol. 7(1), Pages: 27-33.

<sup>89</sup> Ince, M. L. (2008). "Use of a social cognitive theory-based physical-activity intervention on health-promoting behaviors of university students." *Perceptual and Motor Skills*, Vol. 107(3), Pages: 833-836.

<sup>90</sup> Wang, Y. T. (2008). "Tai Chi exercise and the improvement of mental and physical health among college students." *Medicine & Sport Science* 52: 135-145.

<sup>91</sup> Paul Dolan (2015) "Diseña tu felicidad: Cambia lo que haces, no lo que piensas", pages: 198 - 206.

<sup>92</sup> The main reason for charitable donations is the purchase of positive feelings derived from helping others (Andreoni, J., 1990).

<sup>93</sup> But there is absolutely nothing wrong with saying that you care about others because it makes you feel good. People feel good in helping others practically to the same extent that we feel good when we finish a work project, with the advantage that someone else benefits (which does not always happen in work projects). In many occasions things are done that give a sense of purpose and that are good not only for us, but also for family, friends or our environment. From time to time you will surely be aware of sacrificing your immediate happiness for those who matter to you and that they do the same with you. Basically, our subconscious accesses because it hopes to receive in the future the feeling of happiness linked to seeing the purpose fulfilled and seeing the expected results come true. It is part of human coexistence to be able to provide happiness to others and feel happy to achieve it, as well as to strengthen one's self-esteem (Paul Dolan, 2015).

<sup>94</sup> It must be taken into account that having specific information about the purpose of our aid or donation, we experience a greater life satisfaction when doing it and as a consequence the people are more altruistic. They demonstrated how charitable donations had the greatest impact on happiness when they knew the details of where the donated money would go, who and how it would help them (Aknin, L.B., Dunn, E.W., Whillans, A.V., Grant, A.M. & Norton, M.I., 2013).

<sup>95</sup> Several Princeton students who were asked to make a list of the behaviour, values, lifestyle, and appearance of their favorite superheroes were then introduced to a charity on campus, doing twice as many hours of

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<sup>92</sup> Andreoni, J. (1990) "Impure altruismo and donations to public goods. A theory of warm-glow giving" *Economic Journal*, 100, page: 464.

<sup>93</sup> Paul Dolan (2015) "Diseña tu felicidad: Cambia lo que haces, no lo que piensas", pages: 198 - 200.

<sup>94</sup> Aknin, L.B., Dunn, E.W., Whillans, A.V., Grant, A.M. & Norton, M.I. (2013) "Making a difference matters; impact unlocks the emotional benefits of prosocial spending" *Journal of Economic Behavior & Organization*, 88, pages: 90 - 95.

<sup>95</sup> Nelson, L.D. & Norton, M.I. (2005) "From student to superhero: situational primes shape future helping" *Journal of Experimental Social Psychology*, 41, pages: 423 - 430.

volunteering as the volunteers. They listed the previous features in their bedroom. Concluding that the mimicry is very powerful and even valid when the sample is fictitious (Nelson, L.D. & Norton, M.I., 2005).

<sup>96</sup> A study was conducted on the Hadza people, hunter - gatherers of Tanzania, which revealed that individuals willing to donate honey sticks to other adults in the camp were more likely to have friends willing to make donations as well. They concluded that donor behaviour is spreading, so that the behaviour that one wishes to obtain in a society can be fostered (Apicella, C.L., Marlowe, F.W., Flower, J.H. & Christakis, N.A., 2012).

<sup>97</sup> Even the simple fact of remembering moments in which he has been kind or altruistic with others increases the degree of happiness enjoyed. Similarly, people who regularly perform activities with altruistic purposes, enjoy a high stable level of happiness. They advise to remind oneself of the happiness experienced the last time they helped others and to use that information to promote similar actions in a positive loop that generates self-esteem and happiness, thus avoiding procrastination (Otake, K., Shimai, S., Tanaka-Matsumi, J., Otsui, K. & Fredrickson, B.L., 2006).

#### 3.3.2.4 Conclusion

Socializing or coexisting is an essential ingredient to be happy. Good coexistence is linked to the quality of relationships and not quantity. People who are capable of building and maintaining positive, trusting relationships with demonstrations of love and mutual respect are happier individuals.

The context in which we live affects directly our decisions and consequently the level of happiness. When we decide to make a change, it will be easier for us to modify the context to provoke it, because it will work even if we are aware that it has been modified to obtain concrete results.

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<sup>96</sup> Apicella, C.L., Marlowe, F.W., Flower, J.H. & Christakis, N.A. (2012) "Social Networks and cooperation in hunter – gatherers" *Nature*, 481, pages: 497 - 501.

<sup>97</sup> Otake, K., Shimai, S., Tanaka-Matsumi, J., Otsui, K. & Fredrickson, B.L. (2006) "Happy people become happier through kindness: a counting kindness intervention" *Journal of Happiness Studies*, 7, pages: 361 - 375.

The need to fit in with our surroundings to socialize makes us willing to mimic ourselves to a certain extent and causes a strong contagious effect, for example, in the family environment it becomes much more evident the transfer of mood from one individual to another. In turn, the butterfly effect (the propagation of an initial act exponentially) is linked to the contagion effect and likewise a small change of attitude can cause a great change in our environment, so practice a positive attitude, propitiate a less rigid communication with touches of humour and even some sarcasm and laughter can affect more than we think our environment

Healthy activities are an important happiness factor, including all those activities that promote a better state of mental or physical health. It is essential to have a minimum of free time to be able to satisfy the basic needs of leisure or disconnection, even if it is hard to find time to carry them out, the simple fact of walking or cycling to the center where we develop our daily activity, It affects us directly since exercise improves the mood with which it arrives and rebound to subsequent activities and happiness.

Altruism is an activity that gives us mental health, social recognition and self-esteem. If it is done in community, it allows us to socialize and provides us with even more happiness. In addition, people who regularly perform activities for altruistic purposes, enjoy a high level of happiness. Donor behaviour is propagated so that the environment will be more susceptible to being altruistic if such behaviour is fostered, promoting a positive loop generating self-esteem and happiness and avoiding procrastination in turn.

### 3.3.3 Academic & Occupational

Although happiness is a relatively unexpressed concept, various investigations are being carried out in all sectors in order to deduce its operation and encourage it.

In the education sector, studies are carried out at different levels in various educational models, however it is true that as the level of education increases, they reduce practical applications. The pioneering universities are: London School of Economics in Europe; Harvard Business School, Berkeley University of California, Florida International University, University of Miami and DADE College in North America; TEC Monterrey and TEC Milenio in Mexico, Wellness Institute in Chile and The University of Sydney in Australia.

<sup>98</sup> Student activities at the university level can be compared to a large extent to work environments, the study of satisfaction in the performance of work or student activity is well paralleled and most of the conclusions are applicable to both sectors (P. Warr, 2011).

#### 3.3.3.1 Satisfaction

There is no linear relationship between the content of work or student activity and happiness, but rather a combination of characteristics that determine whether a person is happy or unhappy when performing the activity:

- Opportunity to control: people feel more motivated if they should have control over something, since it is a way to build trust.
- Opportunity for the use and acquisition of skills: each worker starts with differentiated skills, its use must be encouraged and the acquisition of new skills.
- Team goals: to generate motivation, common team objectives must be generated, in addition to the specific individual objectives.

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<sup>98</sup> Peter Warr (2011) "Jobs and Job-Holders: Two Sources Of Happiness And unhappiness" *Journal of the Institute of Work Psychology, University of Sheffield*.

- Variety: the diversity of personnel and of jobs allows that the subjects can be distributed according to their aptitudes and directly affects the good functioning of the company.
- Clarity of the environment: the work environment must be ordered and work spaces differentiated.
- Contact with others: the relationship with colleagues is considered vital.
- Socially valued position: social recognition.
- Supervisor support: personal recognition.
- Career development: possibilities for progress and development.
- Equity: equality, objectivity.

Although satisfaction originates in individual progress, it consists of a non-linear relationship between the sphere and the happiness or unhappiness of the individual. It depends on the personal capacity of each one to manage their well-being and that their happiness is affected or not affected by situations of moderate-high demand in the area in which they move (P. Warr, 2013).

<sup>99</sup> We distinguish between five and ten emotional terms, among which we have fear, anger, sadness, disgust or joy and satisfaction can be affected by these emotions as they transcend personal life (Plunchik, 1994). <sup>100</sup> In turn, satisfaction is related to the affect towards the activity performed, resulting from the positive or negative emotions that evokes us (Porac, 1987). <sup>101</sup> And it is defined as an attitude, this being a combination of affective and cognitive components. Affective components are those that create an emotion or feeling, and cognitive components that create prejudices and comparisons (Fisher, 1998).

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<sup>99</sup> Plunchik (1994) *"The psychology and biology of emotion"* New York, US: HarperCollins College Publishers.

<sup>100</sup> Porac (1987) *"The job satisfaction questionnaire as a cognitive event: First-and second-order processes in affective commentary"* Research in personnel and human resources, JAI Press Greenwich, CT.

<sup>101</sup> Cynthia D. Fisher (1998) *"Mood And Emotions While Working – Missing Pieces Of Job Satisfaction"* Journal of Organizational Behavior, Vol. 21, No. 2, Special Issue: Emotions in Organization, pages: 185 - 202.

<sup>102</sup> Satisfaction can be influenced by three factors (Lambert, Pasupuleti, Cluse-Tolar & Jennings, 2006):

- The quality of relationships between people of different categories.
- The quality of the environment in which you work
- The degree of equity and assessment at work.

<sup>103</sup> Adenike (2011) wide and adds factors to the previous three:

- The attitude towards the work group is to have a disposition when working in a group, helping and supporting each other.
- Attitudes towards the organization, to be willing to face the changes or needs of the company.
- The attitude toward supervision, in every company, the work must be supervised, to ensure correct operation and execution.

<sup>104</sup> The application of varied and distinct skills is related to superior experiences of relevance of the activity. So he concludes that methods should be sought to vary the skills that are used, remembering that the attention attracts the new, so it highlights more the purpose (Hackman, J.R. & Oldham, G., 1976).

<sup>105</sup> Expectations are also fundamental for experiences of purpose in life, as well as for lack of purpose. Those who experience the maximum purpose - purpose at work, have jobs that fit their expectations about how they see themselves (May, D.R, Gilson, R.L. & Harter, L.M., 2004).

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<sup>102</sup> Lambert, Pasupuleti, Cluse-Tolar & Jennings (2006) "The Impact of Work-Family Conflict on Social Work and Human Service Worker Job Satisfaction and Organizational Commitment" *Administration in Social Work*, Vol. 30, Issue 3.

<sup>103</sup> Adenike (2011) "Organizational Climate As A Predictor Of Employee Job Satisfaction: Evidence From Covenant University" *Business Intelligence Journal*, 4 (1). pp. 151-166.

<sup>104</sup> Hackman, J.R. & Oldham, G. (1976) "Motivation through the design of work: test of theory" *Organizational Behavior and Human Performance*, 16, pages: 250 - 279.

<sup>105</sup> May, D.R, Gilson, R.L. & Harter, L.M. (2004) "The psychological conditions of meaningfulness, safety and availability and the engagement of the human spirit at work" *Journal of Occupational and Organizational Psychology*, 77, pages: 11 - 37.

<sup>106</sup> Lack of purpose at work translates into less productivity and more absenteeism (Hackman, J.R., Oldham, G., Janson, R., & Purdy, K., 1975).

<sup>107</sup> The big companies have been studying the relationship of their workers' performance and their state of mind for years. They concluded that the happiness of workers is a very important aspect and that it directly influences productivity and performance, so it is becoming more common to devote efforts to shelling and improving aspects that contribute to happiness. The following companies have developed the concept of work happiness within the business management model: Apple, Microsoft, Facebook, Google, Twitter, Ebay, Airbnb, Reebok, L'Oreal, Ford, Volvo, IBM and Target, are some examples of companies that focus on their employees and strive to create an atmosphere of motivation and creativity. For this they provide a pleasant environment, good facilities at their disposal and less rigid policies (D. Baker, C. Greenberg & C. Hemingway, 2006).

<sup>108</sup> Some programs developed in companies have applied cognitive behavioural therapy (CBT), in which a trainer and a client work together to identify the negative thoughts of a worker and seek to replace them with more constructive routines. Occupational stress management programs have been shown to be effective for at least several weeks after (Richardson & Rothstein, 2008), <sup>109</sup> especially for workers with high initial levels of anguish (P.E. Flaxman & F.W. Bond, 2010).

<sup>110</sup> Warr & Clapperton conducted a study focused on people with negative thoughts and high levels of stress or distress, introducing and monitoring the change. They experimented on the impact of potentially

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<sup>106</sup> Hackman, J.R., Oldham, G., Janson, R., & Purdy, K. (1975) "A new strategy for job enrichment" *California Management Review*, 17, pages: 57 - 71.

<sup>107</sup> D. Baker, C. Greenberg & C. Hemingway (2006) "What happy companies know".

<sup>108</sup> K.M. Richardson & H.R. Rothstein (2008) "Effects of occupational stress management intervention programs: A meta-analysis" *Journal of Occupational Health Psychology*, Vol 13(1), pages: 69-93.

<sup>109</sup> P.E. Flaxman & F.W. Bond (2010) "Worksite stress management training: Moderated effects and clinical significance" *Journal of Occupational Health Psychology*, Vol 15(4), pages: 347-358.

<sup>110</sup> P. Warr & G. Clapperton (2010) "The joy of work?: Jobs, happiness, and you".



important cognitive and affective variables, and led them more directly to possible causal explanations within the person, being able to go beyond the limitations of research that simply examines the correlations between well-being and its possible sources. Therefore, worker-oriented interventions are desirable for both practical and theoretical reasons, both to reduce stress and to develop and test models about the processes at the person level that underlie happiness or unhappiness under particular environmental conditions (Warr & Clapperton, 2010).

<sup>111</sup> There are relationship between happiness and workplace success. Compared with their less happy peers, happy people earn more money, display superior performance, and perform more helpful acts. Researchers have often assumed that an employee is happy and satisfied because he or she is successful. The happiness is not only correlated with workplace success but that happiness often precedes measures of success and that induction of positive affect leads to improved workplace outcomes (J.K. Boehm & S. Lyubomirsky, 2008)

### 3.3.3.2 Work or student climate

<sup>112</sup> The climate is understood as the medium in which the activity takes place and influences satisfaction and productivity. An incorrect work environment can trigger situations of conflict and decrease in performance, on the contrary, a successful work environment increases the efficiency and effectiveness of workers. Organizational climate is defined as the set of attributes that can be perceived within an organization, department or unit (Kaczka & Kirk, 1968).

<sup>113</sup> The work or organizational climate can influence performance, satisfaction, commitment and participation, having both positive and negative effects, according to the level of precision of the conditions (Ostroff et Al, 2007). <sup>114</sup> And it is defined as the sensation that people perceive and that can

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<sup>111</sup> J.K. Boehm & S. Lyubomirsky (2008) "Does Happiness Promote Career Success?" *Journal of Career Assessment*.

<sup>112</sup> E. Kaczka & R. Kirk (1968) "Managerial climate, work groups, and organizational performance" *Work Groups and Organizational*.

<sup>113</sup> C.L. Ostroff & T. Judge (2007) "Perspectives on organizational fit" *Psychology Press*.

<sup>114</sup> Adenike (2011) "Organizational Climate As A Predictor Of Employee Job Satisfaction: Evidence From Covenant University" *Business Intelligence Journal*, 4 (1). pp. 151-166.

cause a decrease in effort, productivity and commitment, in the same way as relationships between colleagues, causing performance to be impaired (Adenike, 2011).

<sup>115</sup> Herzberg carried out 12 investigations to find out what were the factors that affected the attitude towards the performance of an activity, arriving at the conclusion that, in general, if the climate that was breathed in the place of performance was not adequate people would have feelings of dissatisfaction. The factors that emerged from the investigations are the following:

- The achievement
- Recognition
- The Activity itself
- The responsibility
- The possibility of promotion
- Personal growth
- The rules and procedures
- The supervision
- Relations with the supervisor
- Performance conditions
- Private life
- Relationships with peers or subordinates
- The status

Although all these factors are adequate, satisfaction can not be guaranteed, since emotions and feelings are also involved (F.I. Herzberg, 1966).

### 3.3.3.3 Motivation & recognition

<sup>116</sup> It is understood as a motivation that need that will determine the way of behaving of a person and distinguishes four different motivating factors (McClelland, 1965):

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<sup>115</sup> F.I. Herzberg (1966) "Work and the nature of man" Oxford, England.

<sup>116</sup> D.C. McClelland (1965) "Toward a theory of motive acquisition" *American Psychologist*, 20(5), pages: 321 – 333.

- Motivation of affiliation: makes the subject feel part of a group, and have the esteem and appreciation of colleagues being cordial with them. This long-term factor creates a pleasant work environment.
- Achievement motivation: achieve the greatest possible success. People focus on being better than the rest, either in acts or tasks, and keep improving. It seeks to achieve achievements by their own methods and with responsibility, to avoid very easy or very difficult jobs.
- Motivation of power: acquire authority to be able to modify situations. Distinguish between personal power, one that influences a person, or socialized, one that is used to improve a team or the company itself.
- Motivation of competition: get stand out from other colleagues, getting the best results.

Offsets serve to promote motivation, is the way to reward a subject as a result of a job or activity. There are different types of compensations:

- Intrinsic: internal rewards to the individual, such as: autonomy, growth opportunity or learning.
- Extrinsic: rewards for bonuses or prizes.

117 There is an intimate relationship between happiness and motivation, greater happiness greater motivation because it is happiness itself that provides an increase in motivation. Motivation reaches high levels when individuals feel identified with their work. If this presents challenges, workers are encouraged to increase productivity to achieve the goals. In this way the study affirms that the involvement in the work will increase in a favourable psychological climate (Biawas, 2011).

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<sup>117</sup> S. Biswas (2011) "Psychological Climate and Affective Commitment as Antecedents of Salespersons. Job Involvement".

#### 3.3.3.4 Conclusion

Although large companies such as Apple, Microsoft, Facebook, Google and many others have been for years efforts and capital to shed the aspects that influence the happiness of their workers because they have found that happiness has a direct impact on performance and productivity, it is still a concept relatively little expressed in the education sector, especially at the university level. Some pioneering universities such as London School of Economics, Harvard Business School, Berkeley University and University of Sydney, among others, have successfully implemented programs for happiness in their institutions at all levels, achieving fantastic results.

There is a great parallelism between student activity at the university level and the workplace that allows us to equate the relevant factors for the happy performance of both activities.

The relationship between the performance of an activity and the happiness experienced depends on several factors: the opportunity to exercise some control, the use of differentiated skills of each one, the acquisition of new skills, the motivation to achieve individual and team goals, the quality of the environment, the relationship with colleagues, social recognition, the support of the supervisor and the possibility of progress and development, are the most outstanding. Even so, satisfaction depends to a large extent on the personal capacity of each individual to manage their well-being and the affection towards the activity carried out, being influenced in turn by the quality of the relationships, the environment and the attitude of each one.

The climate in which the activity unfolds influences satisfaction, productivity and the very development of it. It is necessary to have a good relationship with colleagues as well as with the supervisor and promote personal growth and development, taking into account that the emotional situation of each one is a very influential factor.

Motivation and recognition are vital needs for the proper performance of a task and are intimately related to happiness since it is the origin of the own increase in motivation. A favourable psychological climate will increase happiness and in turn the involvement in the task.

### 3.3.4 Physical space

#### 3.3.4.1 Built environment

<sup>118</sup> The physical environment or space is an element that conditions the welfare and happiness of people. The key is satisfaction with respect to specific aspects of the environment in which we operate. In the Yale University study they explain how the context or environment is the key to organizing life so that unconscious attention has the best chance of being assigned to report happiness (Thaler, R.H. & Sunstein, C.R., 2008).

<sup>119</sup> The transformation of a space or context provokes an immediate reaction in the mental behaviour (Dolan, P., Hallsworth, M., Halpern, D., King, D., Metcalfe, R. & Vlaev, I., 2010). <sup>120</sup> Therefore, it is encouraged to redirect or provoke changes in behaviors through the transformation of the context and the environment (Dolan, P., Hallsworth, M., Halpern, D., King, D., Metcalfe, R. & Vlaev, I., 2012).

<sup>121</sup> Dolan wondered in his book to what extent to design the environment to modify the unconscious behaviour, it works when the individual is aware that it has been designed for that purpose (Dolan, P., 2015). <sup>122</sup> Kaptchuk, Friedlander & Kelley gave him the answer when they demonstrated in their research the efficacy of the effects of psychological priming. In several medical studies there were indications of a metaplacebo effect, where placebos (pills without active components) worked, even when patients knew they were taking placebo. This encouraged a final screening study in which 80 randomized patients were taking placebo pills being informed that they were and still patients were experiencing significant improvements in their symptoms through mind-body processes of self-recovery. That is why they

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<sup>118</sup> Thaler, R.H. & Sunstein, C.R. (2008) "Nudge: Improving decisions about Health, wealth and happiness" Yale University Press.

<sup>119</sup> Dolan, P., Hallsworth, M., Halpern, D., King, D., Metcalfe, R. & Vlaev, I. (2010) "Mindspace: Influencing behavior through public policy" Cabinet office of the United Kingdom.

<sup>120</sup> Dolan, P., Hallsworth, M., Halpern, D., King, D., Metcalfe, R. & Vlaev, I. (2012) "Influencing Behavior: The Mindspace way" *Journal of Economic Psychology*.

<sup>121</sup> Dolan, P. (2015) "Diseña tu felicidad: Cambia lo que haces, no lo que piensas".

<sup>122</sup> Kaptchuk, T.J, Friedlander, E., Kelley, J.M. (2010) "Placebos without deception: a randomized controlled trial in irritable bowel syndrome" *PLoS One*, 5, page: e15591.

insist on the need to make small adjustments in life to keep up with the tendency to agree with being happier, regardless of whether one is aware of the changes and their motive (Kaptchuk, T.J, Friedlander, E.& Kelley, J.M., 2010).

<sup>123</sup> In an investigation with university students, the habits related to reading, watching television and doing physical exercise were valued and it was observed that they were able to act according to the intentions of changing their habits if the environments changed as well. Their habits were transformed when, due to a change in the environment, the contextual signals they received changed. Thus, they conclude that before a major change, we must establish what behaviors will make us happiest and seek to change the environment to create contexts that facilitate such behaviors (Wood, W., Tam, L. & Witt, M.G., 2005).

<sup>124</sup> The intentions explain approximately a quarter of the changes in behaviors linked to health, such as physical exercise, and the other three quarters are explained by factors associated with specific contexts that provoke an action, such as having a nice green area or a gym to exercise near or on the way from the office to home. In small communities there is a greater relationship with neighbours and this is what causes the increase in well-being (AstellBurt, T., Feng, X. & Kolt, G.S., 2013).

<sup>125</sup> An active area of research and discussion in recent years is the impact of the built environment on social and health outcomes. For example, how a community is designed might encourage people to do more walking and cycling, thereby reducing obesity. Similarly, how a building is designed might allow more light in office spaces and reduce emotional exhaustion. It's necessary make changes that might improve outcomes for students and staff. It seems that the built environment may have an effect on mental health outcomes but more monitoring and evaluation is required. Universities are in an ideal position through which to research and test new ways of designing

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<sup>123</sup> Wood, W., Tam, L. & Witt, M.G. (2005) "Changing circumstances, disrupting habits" *Journal of Personality and social Psychology*, 88, page: 918.

<sup>124</sup> AstellBurt, T., Feng, X. & Kolt, G.S. (2013) "Greener neighborhoods slimmer people? Evidence from 246920 Australians" *International Journal of Obesity*.

<sup>125</sup> Rowena Saheb, Mental Health and Wellbeing Coordinator at the Western Sydney University (2006) "Healthy Sydney University: A policy brief for promoting mental wellbeing in universities" *The University of Sidney*.

the built environment to support the mental wellbeing of its inhabitants (Rowena Saheb, 2006).<sup>126</sup> The creation of stress-reduction spaces like lounges, with access to relaxing music and DVDs, and information about relaxation techniques (Klainberg, M., B. Ewing and M. Ryan, 2010).<sup>127</sup> Making natural spaces part of the university design, such as healing gardens. These places allow people a change of scene and to escape pressures. They also promote social gatherings and physical activity, which are positively associated with improved mental wellbeing (Lau, S. and F. Yang, 2009).

<sup>128</sup> Windows are a means to connect students and staff with the external environment. Even people in windowless rooms felt better and more connected to others if a plasma screen was installed with a view of outside (Friedman, B., N. G. Freier, P. H. Kahn, P. Lin and R. Sodeman, 2008).

<sup>129</sup> The managers of Pixar in Emeryville, California, while experimenting with the new design of the immediate environment in the offices, decided to have a single bathroom in the entire building. Obliging all employees, regardless of sex and position within the company, to move around the office to go to the service. Managers anticipated that in this way people were more likely to meet and socialize and that the entire building was more prone to socializing. They verified that they were right and that decision also stimulated creativity. They also discovered how many spaces are designed for the category of extroverted personality, such as group work in classrooms or in companies. However, the introverts still did not perform as desired, but the change in the distribution made the introverts spend some time socializing while waiting their turn or sharing time washing their hands and non-consciously began to experience greater comfort among their colleagues and to work better at work (Leher, J., 2012).

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<sup>126</sup> Klainberg, M., B. Ewing and M. Ryan (2010). "Reducing stress on a college campus." *Journal of the New York State Nurses Association*, Vol. 41(2), Pages: 4-7 and 18-20.

<sup>127</sup> Lau, S. and F. Yang (2009). "Introducing Healing Gardens into a Compact University Campus: Design Natural Space to Create Healthy and Sustainable Campuses." *Landscape Research*, Vol. 34(1), Pages: 55-81.

<sup>128</sup> Friedman, B., N. G. Freier, P. H. Kahn, P. Lin and R. Sodeman (2008). "Office window of the future? - Field-based analyses of a new use of a large display." *International Journal of Human-Computer Studies*, Vol. 66(6), pages: 452-465.

<sup>129</sup> Leher, J. (2012) "Imagine: How creativity works" Canongate books.

### 3.3.4.2 Nature & green points

<sup>130</sup> The relationship between natural habitats and the well-being of the population, and conclude that there is a positive relationship, with the urban environment being a negative condition for the well-being of the person (Mackerron & Mourato, 2013).

<sup>131</sup> An improvement in pollution in the country improves the well-being of its inhabitants, according to data collected from 10 European countries (H. Welsch, 2006). <sup>132</sup> And the positive influence of green areas in urban areas on the welfare of the people is immeasurable (White, Alcock, Wheeler and Depledge, 2013).

<sup>133</sup> Urbanization is a potential threat to mental health and well-being. Cross-sectional evidence suggests that living closer to urban green spaces, such as parks, is associated with lower mental distress. On average, individuals have both lower mental distress and higher well-being when living in urban areas with more green space. Although effects at the individual level were small, the potential cumulative benefit at the community level highlights the importance of policies to protect and promote urban green spaces for well-being (M.P. White, I. Alcock, B.W. Wheeler & M.H. Depledge, 2013).

The natural environment, even through a window, captures and retains attention in a positive way because it changes continuously in a subtle way, which prevents adaptation. Moore showed that inmates in a prison who had a view from the cell made fewer visits to the infirmary than those who did not.

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<sup>130</sup> G. MacKerron, S. Mourato (2013) "Happiness is greater in natural environments", *Publicación de Global Environmental Change*, Vol.: 23, pages: 992-1000.

<sup>131</sup> H. Welsch (2006) "Environment and happiness: Valuation of air pollution using life satisfaction data", *Publicación de Ecological Economics*, Vol.: 58, Number: 4, pages: 801-813.

<sup>132</sup> White, Alcock, Wheeler and Depledge (2013) "Would You Be Happier Living in a Greener Urban Area? A Fixed-Effects Analysis of Panel Data".

<sup>133</sup> M.P. White, I. Alcock, B.W. Wheeler & M.H. Depledge (2013) "Would You Be Happier Living in a Greener Urban Area? A Fixed-Effects Analysis of Panel Data", *Association for Psychological Science*, Vol.: 24, Issue: 6, pages: 920-921.



Ulrich proved how recently operated randomly selected patients who enjoyed a good view from the hospital room recovered more quickly than those who saw a brick wall (<sup>134</sup> Moore, E., 1981 <sup>135</sup> Ulrich, R., 1984).

<sup>136</sup> It is advisable to go out more and get in touch with nature frequently for better health and wellbeing. And also, apart from having natural views or not in the environment where the individual stays more hours, it is advisable to have some plants or living natural elements, such as a fish tank, to reduce stress and maintain contact with nature and so both with its positive effects (Relf, D., Park, S.H. Mattson, R.H. & Kim, E., 2002).

#### 3.3.4.3 The stimuli: Light, smell, colour and music

<sup>137</sup> There are a few obvious stimuli, although sometimes forgotten to which we can pay attention to be happier. The accumulation of sensations that lead us to happiness reaches us through the whole body, so we must pay special attention to the signals received by our senses:

One of the most important and endorsed stimuli is listening to music. It is a primary stimulus that has been part of all cultures for thousands of years, uniting people at weddings, funerals, festivals ... As the philosopher Nietzsche pointed out, we listen to music not only with the ear but with the whole body, moving the muscles automatically in response, dancing, tapping the feet or just swinging (Paul Dolan, 2015).

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<sup>134</sup> Moore, E. (1981) "A prison environment's effect on Elath care service demands" *Journal of Environmental Systems*, 11, pages: 17 – 34.

<sup>135</sup> Ulrich, R. (1984) "View through a Windows may influence recovery from surgery" *Science*, 224, pages: 420 – 421.

<sup>136</sup> Relf, D., Park, S.H. Mattson, R.H. & Kim, E. (2002) "Pain tolerance effects of ornamental plants in a simulated hospital patient room" XXVI International Horticultural congress: expanding roles for horticulture.

<sup>137</sup> Paul Dolan (2015) "Diseña tu felicidad, Cambia lo que haces, no lo que piensas" page: 170.

<sup>138</sup> Music is an effective way to open the mind, and affects the brain region related to positive emotions and memory like no other input in the process of producing happiness (Koelsch, S., 2010).

Music has been used in musical therapies to treat a multitude of ailments and diseases such as heart disease, strokes, post-traumatic stress disorders, mood disorders and behavioural problems among many others. In turn, its effectiveness has been proven in people with Alzheimer's, Tourette's syndrome or Autistic. It has been shown to reduce cognitive dissonance: people forced to perform an action underestimated it less if they listened to music than if they were otherwise silent (<sup>139</sup> Guzzetta, C.E., 1989; <sup>140</sup> Nayak, S., Wheeler, B.L., Shiflett, S.C. & Agostinelli, S., 2000; <sup>141</sup> Gold, C., Voracek, M. & Wigram, T., 2004; <sup>142</sup> Sacks, O., 2006 and <sup>143</sup> Bensimon, M., Amir, D. & Wolf, Y., 2008).

<sup>144</sup> Paul Dolan in his book "Diseña tu felicidad: Cambia lo que haces, no lo que piensas" (2015) encourages people to modify their environment to facilitate the action of enjoying music often in their lives (download an application to the mobile, use a radio alarm clock, put a waterproof radio in the bathroom or leave the music on when turning off the car so that it turns on the next time it is picked).

<sup>145</sup> On the other hand, Holland, Hendriks, & Aarts explain how through their study of the sense of smell, they obtained clear results that determined how a simple air freshener increased the purpose of being cleaner and more respectful with the environment. Leaving evidence of the importance of the smell in the subconscious and reflex acts and even conscious. In this study an

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<sup>138</sup> Koelsch, S. (2010) "Towards a neutral basis of music-evoked emotions" *Trends in Cognitive Sciences*, 14, pages: 131 – 137.

<sup>139</sup> Guzzetta, C.E. (1989) "Effects of relaxation and music therapy on patients in a coronary care unit with presumptive acute myocardial inarction" *Heart & Lung: The Journal of Critical Care*, 18, page: 609.

<sup>140</sup> Nayak, S., Wheeler, B.L., Shiflett, S.C. & Agostinelli, S. (2000) "Effect of music therapy on mood and social interaction among individuals with acute traumatic brain injury and stroke" *Rehabilitation Psychology*, 45, page: 274.

<sup>141</sup> Gold, C., Voracek, M. & Wigram, T. (2004) "Effects of music therapy for children and adolescents with psychopathology: A meta-analysis" *Journal of Child Psychiatry*, 45, pages: 1054 – 1063.

<sup>142</sup> Sacks, O. (2006) "The power of music" *Brain*, 129, pages: 2528 – 2532.

<sup>143</sup> Bensimon, M., Amir, D. & Wolf, Y. (2008) "Drumming through trauma: music therapy with post-traumatic soldiers" *The Arts in Psychotherapy*, 35, pages: 34 – 48.

<sup>144</sup> *Environment and happiness: Valuation of air pollution using life satisfaction data*, H. Welsch, Publicación de Ecological Economics, Vol.: 58, Num.: 4, pp. 801-813, July 2006.

<sup>145</sup> Holland, R.W., Hendriks, M. & Aarts, H. (2005) "Smells like clean spirit: nonconscious effects of scent on cognition and behaviour" *Psychological Science*, 16, pages: 689 – 693.

air freshener with a citrus odour was used and it was observed that all the participants unanimously picked up the crumbs from the table, resulting from eating the snack more insistently than without the air freshener (Holland, R.W., Hendriks, M. & Aarts, H., 2005).

<sup>146</sup> Also, medical students were also much more likely to abide by hygiene standards if the environment smelled of citrus. So it was concluded that the use of air fresheners with citrus aromas in bathrooms and kitchens, would cause users to keep them cleaner and cleaning employees to clean them more thoroughly (Birnbach, D., King, D., Vlaev, I., Rosen, L. & Harvey, P., 2013).

<sup>147</sup> The stimuli perceived through sight must also be taken into account. Light is of great importance in the design of a space to promote happiness. They explain how light is responsible for fixing the circadian rhythm, the sleep-wake cycle marked by changes in body temperature and hormone levels such as cortisol (related to stress) and melatonin (related to drowsiness) (Shirtcliff, E.A., Allison, A.L., Armstrong, J.M., Slaterry, M.J., Kalin, N.H. & Essex, M.J., 2012).

<sup>148</sup> The blue light, the one emitted by the electronic products and the energy saving light bulbs, has an especially marked effect on the circadian rhythm and increases the alertness by suppressing the release of melatonin. So increasing exposure to light in the morning and throughout the day, especially blue light, causes the alert state to be optimized. So it is advisable to illuminate correctly the classrooms or work areas and in turn, turn off the blue light and gently illuminate the rest areas (Holzman, D.C., 2010).

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<sup>146</sup> Birnbach, D., King, D., Vlaev, I., Rosen, L. & Harvey, P. (2013) "Impact of environmental olfactory cues on hand hygiene behaviour in a simulated hospital environment: a randomized study" *Journal of Hospital Infection*.

<sup>147</sup> Shirtcliff, E.A., Allison, A.L., Armstrong, J.M., Slaterry, M.J., Kalin, N.H. & Essex, M.J. (2012) "Longitudinal stability and developmental properties of salivary cortisol levels and circadian rhythms childhood to adolescence" *Developmental Psychobiology*, 54, pages: 493 – 502.

<sup>148</sup> Holzman, D.C. (2010) "What's in a color? The unique human health effects of blue light" *Environmental Health Perspectives*, 118, pages: A22 – A27.

<sup>149</sup> Psychological researches of colour reveal that a colour or a group of colours is associated with certain meanings or can cause certain feelings. These feelings of a colour are termed as colour emotions perceived by people. It is important for colour design of a product. Quantitative relationships between colours and the emotion they caused can assist designers to select right colour for the right design objects. The quantitative relationships can also contribute to the reduction of the lead time for colour design process as the colour emotion can be expressed by standard colour specification. A review was carried out in this paper to introduce the research works in quantifying colour emotion (J.H. Xin, K.M. Cheng, T.F. Chong, T. Sato, T. Nakamura, K. Kajiwar, H. Hoshino, (1998).

<sup>150</sup> Colour emotion is a feeling or emotion induced in our brains when we look at a colour. The colour emotional responses had been obtained by conducting visual experiments in different regions, namely Hong Kong, Japan and Thailand, using a set of 218 colour samples are compared using a quantitative approach in an attempt to study the influence of different cultural and geographical locations. Twelve pairs of colour emotions described in opponent words were used. These word pairs are warm-cool, light-dark, deep-pale, heavy-light, vivid-sombre, gaudy-plain, striking-subdued, dynamic-passive, distinct-vague, transparent-turbid, soft-hard, and strong-weak. These word pairs represent the fundamental emotional response of human beings toward colour. The influences of lightness and chroma were found to be much more important than that of the hue on the colour emotions studied. Good correlations of colour emotions among these three regions in East Asia were found, with the best ones for colour emotion pairs being light-dark and heavy-light.

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<sup>149</sup> J.H. Xin, K.M. Cheng, T.F. Chong, T. Sato, T. Nakamura, K. Kajiwar & H. Hoshino (1998) "Quantifying Colour Emotion - What Has Been Achieved", *The Hong Kong Polytechnic University, Yamaguchi University & Kyoto Institute of Technology work. Research Journal of Textile and Apparel*, Vol. 2 Issue: 1, pages:46-54.

<sup>150</sup> J.H. Xin, K.M. Cheng, T. Sato, G. Taylor & A. Hansuebsai (2004) " Cross - regional comparison of colour emotions Part I: Quantitative analysis" *Hong Kong Polytechnic University, Yamaguchi University & Kyoto Institute of Technology work. © 2004 Wiley Periodicals, Inc. Col Res Appl*, 29, 451-457, 2004; Published online in Wiley InterScience ([www.interscience.wiley.com](http://www.interscience.wiley.com)). DOI 10.1002/col.20062.

#### 3.3.4.4 Conclusion

Our happiness and wellbeing are conditioned by the spaces we frequent and in which we live, the key is that the environment satisfies us and for this we must take care of the following aspects: size, the possibility of transformation according to needs, colour, the smell, the music or the absence of ambient noise, enough windows that provide natural light and at the same time allow observing the exterior (if possible focused on green points), facilitating access to green areas and integrating them as much as possible and propitiate spaces of silence, are relevant conditions that affect the appreciation of our environment and directly to our happiness.

Natural habitats provide greater happiness than urban areas and small communities provide greater well-being to have a closer relationship, so whenever possible we must socialize, live and enjoy activities in natural spaces.

If the spaces we use when carrying out our daily activities affect happiness, it is understandable that we focus on the spaces where it is used the longest, as is the case of the university and the workplace. It is important to generate a home environment, properly lit and in keeping with the outdoor spaces, which evoke relaxation, socialization and ultimately happiness.

## 4 Objective of the investigation

Happiness is a feeling generated by different aspects, it is important to analyze what generates it, what are the aspects that influence it the most, how it affects us and how we can increase it.

For these reasons the objective of this research is to know the aspects that influence the happiness of people who live in a university: students, faculty and administrative staff.

Universities are dynamic environments and offer opportunities to promote changes with great impact.

The purpose of the research project is to propose changes in the university environment with the aim of promoting Happiness at all levels in Higher Education Centers as they have already done in avant-garde universities such as: Harvard Business University, University of Miami, Berkeley University of California and Florida International University in North America, Tec Monterey University and Tec Milenio University in Mexico, the Welfare Institute in Chile, University of Sydney in Australia and the London School of Economics in Europe.

## 4.1 Hypothesis

### **First Hypothesis: What causes happiness in the students, professors and administrative staff of a university center?**

This is the most important hypothesis of the investigation, we must know why students, teachers and administrative staff is happy, so as to be able to bring about changes in the university environment and achieve a higher level of happiness.

In the review of the state of the art, we have detected three factors that influence happiness:

- Socialization and coexistence with people in the environment, quality being more important than the number of relationships.
- Activities that develop and enhance self-esteem through self-management and self-control of feelings.
- The context and the environment.

Once the aspects that influence the students happiness, the professors happiness and the administrative personnel happiness have been analyzed, is the time fore the next step to achieve a happy university.

### **Second Hypothesis: How to implant happiness in a university center?**

In order to implant happiness it's important to identify it and propose changes that allow it to be developed at different levels within the higher education environment.

The key is find the "pils" for a change. That is to say: days of brainstorming, activities that link the community and ultimately viralize the university.

## 5 Proposals for the management of happiness

Happiness is a highly reactive feeling that is affected by everything that surrounds us on a daily basis: our own self-esteem, social relationships, the environment, the context and the physical space, among others. Once defined the aspects that influence happiness, it is possible to fulfill the objective of this research, put into practice the influential aspects in the environment, in the people who work in the university educational centers and in the users of the same, to propose a management model that drives happiness in these centers and turn happiness into the engine of change towards avant-garde universities.

### 5.1 Proposal in the psychological field

It is essential to achieve a healthy mental state that provides us with well-being and allows us to enjoy life more by focusing positively on the emotions resulting from the lived experiences or the activities carried out. For this it is necessary to learn to relax and acquire or reinforce skills such as self-management, self-control and autonomy that increase self-esteem, personal development or growth and our level of happiness.

As has been mentioned in previous sections, in numerous studies it has been possible to demonstrate that one of the most used ways to acquire or reinforce psychological capacities is the path of education for conscious management. It has been widely contrasted the effectiveness of the practice of the management of experiences or sensations through focused awareness or meditation, breathing and relaxation to work psychological capabilities.

There are innumerable techniques through which you can effectively work self-management and self-control, some of them are Mindfulness, Rebirthing and Ho'Oponopono, but it is necessary to transmit to the university community the need to implement and promote any methodology that allows to calm the mind and work concentration focused at will, which will result in a substantial improvement in the



happiness of the individual through an increase in self-esteem due to being more able to self-manage and control the feelings resulting from experiences and the effects on oneself.

## 5.2 Social field

Socializing, living together and sharing experiences with other individuals enriches and provides us with well-being and, therefore, happiness.

We are highly influenced by the context in which we find ourselves, so to provoke a change it is much more effective to modify the context so that it causes the desired modification, than to strive sovereignly to carry out the transformation against the current.

For this reason it is essential to analyze the context and decipher the critical points to change to cause change and thanks to the predisposition of society to mimic, spread exponentially to transform the receptive population.

It is proposed to practice a positive attitude among students, teachers and administrative staff, beginning by breaking the unnecessary status barriers, promoting a less rigid communication, where individuals are accustomed to greeting each other kindly to encourage a more familiar treatment, which transmits well-being to both partners and in turn, strengthen the feeling of belonging to a single team.

It should also promote healthy activities and coexistence through the student associations themselves or creating the welfare association, focused on proposing healthy dynamics with cultural activities (excursions to points of interest), sports (walking routes through natural parks, excursion with snowshoes, skiing, bike trips, roller blades ...), specific activities (Prepare a barbecue, a paella ..., a day at the bowling ...) and altruistic (social dining, activities with the red cross, trips to offer help on a large scale ...) for the whole university community. Where in addition to socializing and living together, reaffirming the feeling of team and family, we work recognizing through altruistic activities.

### 5.3 Academic & occupational

The academic staff should feel valued and recognized for the service provided, the dedication and the transmission of skills and experiences to the students with the sole ambition of training the professionals of tomorrow.

Life in itself and the university context in particular, are dynamic elements, are constantly changing and it is necessary to foresee periodic adjustment to promote the happiness of the university community.

They are proposed for this purpose to realize days of ideas where they can debate and prioritize new projects among all the members of the university community. Create also a Coffee corner where you can plan debates, lectures and literary acts. It is also proposed to create a platform for continuous training through courses, seminars and workshops aimed at different areas of the university community.

### 5.4 Physical space

In the studies mentioned above, it has been widely demonstrated that happiness and well-being are strongly conditioned by the spaces we frequent. The environment, in the same way as the context, directly influences mental health and happiness, making it an unquestionable point of transformation.

It is necessary to carry out an exhaustive study of the level of light and clarity that is available both in distributor areas and in classrooms and to evaluate the distribution of lights by branches that allow to regulate the intensity and the illuminated areas or the use of self-adjustable lights, besides the need to eliminate reflections, if it were the case.

Likewise, the smell and ambient colour directly affect the mood and should be taken care of, studying each space individually.

And finally, the creation or restructuring of the following 4 spaces is proposed:

#### **5.4.1      *Silent zone***

The creation of the silent zone, a stress-reduction space like lounge, with soft and comfortable floor, varied options of light according to the need of each moment, cushions, puffs and access to relaxing music and DVDs. Where the university community can go to relax, unwind, relax and meditate.

#### **5.4.2      *Recreation area***

The recreation area is designed to encourage human interaction, coexistence, socialization and must become a meeting point. It is a place to engage in conversations or animated debates and prepare activities in community. You can install armchairs or sofas, a table football or billiards, have chess, decks of cards or other elements that encourage group interaction. At the same time, it should be used as an information point to transmit the proposed activities in all areas and promote them.

#### **5.4.3      *Distributors & WC***

The areas of passage and distributors are highly frequented but rarely are used place to socialize, this reality must be transformed drastically and with the installation of some armchairs, sofas, a low table, a bulletin board and a continuous information screen on the university community where the agenda of activities that will be carried out in the short term are highlighted, should be invigorated and take advantage of the landings and corridors.

On the other hand, it is necessary to modernize the idea of WC, unifying the space. Uniting the bathrooms of the teaching staff with those of

the students, creating wide and accessible areas of indistinct use for all genres and status within the community. Only the interior separations that are just and necessary must be made to guarantee privacy in the evacuation areas, but allowing a large common area of sink.

#### 5.4.4 Classroom

The classrooms must be dynamic, capable of adapting to each class perfectly and therefore with the minimum of fixed elements possible. The platforms, steps, slopes or irregularities of the floor must be eliminated and mobile teaching furniture must be used, easily stackable to be separated by the students themselves if the use of free space is necessary for any activity.

Taking into account computer advances, the classrooms must have enough power sockets so that all students can use their portable electronic elements when necessary. They can be embedded in the floor or be leveled to avoid interfering with the polyvalence proposed for the classrooms. The touch screens are an advanced method of training that allows the interaction teacher student and their need or utility should be evaluated.

### 5.5 Proposal summary

By launching small strategic implementations in the four main areas of action, universities can become engines of change in society.

In the psychological field it's essential to reinforce capacities such as self-management, self-control and autonomy. To this end, is proposed the education of conscious management through meditation, breathing and relaxation.

In the social sphere, the main thing is to socialize, live together and share experiences. Therefore, in order to provoke change, a less rigid communication must be encouraged among students, professors and administrative personnel, where family treatment is encouraged and the feeling of belonging to a single team

is strengthened. In addition, healthy and convivial activities should be encouraged through the student associations or by creating the welfare association that plans cultural, sports and altruistic activities.

In the Academic and occupational field, ideas, debates, coffee corner, lectures and literary events are proposed where the community can participate to act as catalysts for change.

Happiness and well-being are strongly conditioned by the spaces we frequent. It's necessary to study each space to determine the level of light, color and even the most appropriate smell as it directly affects the mood. It also proposes the creation or restructuring of the following 4 spaces:

- The silent zone: a stress-reduction space with soft and comfortable floor, varied options of light, puffs and access to relaxing music and DVDs where relax and meditate.
- The passage areas and the distributors should be used to socialize, for this purpose they should incorporate some armchairs, a low table, a bulletin board and a screen of continuous information about the university community. In turn, it is necessary to unify the wc creating wide and accessible areas of indistinct use for all genders and status within the community.
- The classrooms must be able to adapt, therefore, the platforms, steps, slopes or irregularities of the floor must be eliminated and mobile teaching furniture must be used, easily stackable to be separated by the students themselves. The classrooms must have enough sockets, recessed and flush in the floor.

## 6 Conclusions

The purpose of this work is to know the aspects that generate happiness in the university environment and how they can be applied to cause an increase in the happiness of the higher education community.

In my opinion, happiness has often been measured through global satisfaction assessments, but after researching for this project, I realise that happiness should be measured according to the feelings of pleasure and purpose associated to our own life experience. But, the most important thing is that happiness is educable, you only need to work on the key aspects to see results.

The most relevant aspects that provide positive feelings, and at the end happiness, have been established on the research and can be separated in four sections:

In the psychological field, Self-esteem, self-assessment and the ability to self-manage feelings and experiences are the most influential aspects. It is necessary to devote time to introspection, work relaxation - concentration to see how the capacity for self-management and self-esteem increases, balance the levels of pleasure-purpose and rethink the proposed goals to be acceptable objectives since it's very important to feel that the self-assigned purpose is being fulfilled. Furthermore, encourage positive psychology so that our filter promotes feelings of happiness to report the emotions resulting from lived experiences and for this it is necessary to pay attention to focus consciously most of the time to fully enjoy what causes us happiness. Psychologists have been able to verify that the human being has a limited attention energy, so he will be happier, more efficient and healthier if he's able to use it by squeezing it to the maximum.

In the Social field, socializing, living together and sharing experiences with other individuals enriches and provides us with well-being. The quality of the relationships and not the quantity is what defines a socially rich life. Healthy activities promote happiness, increased if carried out in company and include all those activities that provide a greater state of health, mental and physical. Then, sports and altruistic activities provide us with mental health, self-esteem and social recognition.

In the Academic & Occupational field, It has been shown that the level of happiness is proportional to the level of performance, so the implementation of management models in companies and universities grows. The relationship with peers, the possibility of using differentiated skills and acquiring new skills, as well as the motivation to achieve objectives and progress are the mainstays of the positive development of the educational or work activity.

At in the Physical space, the key is that the environment satisfies us, and for this, each space must be carefully studied according to the use that is intended. The main constraints of the built environment are a home environment, the possibility of transforming it according to needs, a nice views, a suitable colour, a nice smell, with a good lighting and access or integration of green areas.

The research has given me the opportunity to know the concept of happiness from other points of view and has helped me to value the different aspects that generate my happiness, being able to analyze my environment and restructure it.

By launching small strategic implementations in the four main areas of action, universities can become engines of change in society.

In the psychological field is proposed the education of conscious management through meditation, breathing and relaxation to reinforce self-management, self-control and autonomy.

In the social field, in order to provoke changes, a less rigid communication must be encouraged among students, professors and administrative personnel, where is encouraged the feeling of belonging to a single team is strengthened. In addition, healthy and convivial activities should be encouraged through the student associations or by creating the welfare association that plans cultural, sports and altruistic activities to socialize and share experiences.

In the Academic and occupational field, debates, coffee corner, lectures and literary events are proposed where the community can participate to act as catalysts for change.

In the Physical space we frequent it's necessary to study each space to determine the necessary level of light, colour and even smell. It also proposes the creation or restructuring 4 spaces: The silent zone (a stress-reduction space), the passage areas and the distributors (should be used to socialize and inform the community), it's necessary to unify the wc (creating wide and accessible areas of indistinct use for all genders and status within the community) and the classrooms must be able to adapt (it's necessary to eliminate the platforms, steps and irregularities of the floor, and must have enough sockets, recessed and flush in the floor).

It should not surprise anyone that we are happier when we are in a beautiful place, when we pay attention to good experiences and to people with whom we like to be.

In the end, the only thing that matters is happiness. Audrey Hepburn said: "The most important thing is to enjoy life, being happy is the only thing that matters". In fact, if you ask us enough times why we care about something, the final answer will be "because it makes me happy or because I know it makes you happy". In addition, it is found that happiness gives rise to a wide variety of good results and that it is also contagious. Happiness is for everyone, in a more or less conscious way, a noble and very serious goal. And therefore, we have the moral and social duty to deepen and make various transformations in our surroundings, within the possibilities of each one, in order to apply them, develop them and achieve a higher level of happiness for as many individuals as possible.

Finally, I conclude with the hope that the application of Management Models based on Happiness will be extended.



## 7 Special thanks

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